

Developing Dialogue

Learned Societies in the Social Sciences: Developing
Knowledge Transfer and Public Engagement

Final Report
from the AcSS and ESRC Project

John Benyon, AcSS
and
Miriam David, AcSS

October 2008
First published June 2008

Published by
Academy of Social Sciences

30 Tabernacle Street, London, EC2A 4UE
Telephone: 020 7330 0898; Email: administrator@acss.org.uk
Web: <http://www.acss.org.uk>

Foreword

Twenty years ago, the social sciences were in the doldrums, spurned by government and under-confident about speaking to the condition of society. The Association of Learned Societies in the Social Sciences (ALSISS) was formed as a championing body and in 1999 it became what is now the Academy of Social Sciences (AcSS).

Through the efforts of ALSISS and its successor the Academy, working with many others, there is today much greater appreciation of the key role that research in the social sciences can and must play to tackle the issues facing society at all levels. The social sciences have a big contribution to make to contemporary questions around how people can best live and work together and this is a multi-faceted process of constant interaction, reflection and adaptation.

There is now greater official encouragement for the social sciences to play a more prominent role in discussions with public, private and voluntary bodies, but the mechanisms to do so remain seriously underdeveloped. This applies particularly in the areas of knowledge transfer and public engagement. Working together, the Academy of Social Sciences and the ESRC have taken the lead in establishing a joint initiative to review the contribution of learned societies and the important roles that they can play in bringing together research, practitioner and public policy interests.

The outcome is the Academy's *Developing Dialogue* report, launched at a special conference on June 25th 2008 and now published here. Both the Academy and the ESRC welcome comments, responses and suggestions about how best to take this initiative forward.

Learned societies in the social sciences, and the Academy itself, undoubtedly have a major role to play in bringing people together and facilitating the exchange of knowledge. The challenge now is to work out how best and sustainably this may be done – how to develop more effective dialogue.

Professor Sir Howard Newby AcSS
President
Academy of Social Sciences

Biographical notes on the contributors

John Benyon has been Professor of Political Studies at the University of Leicester since 1993 and was Director of Lifelong Learning from May 2000 until January 2008. He is currently Director of Research in the Leicester Institute of Lifelong Learning. He was Director of the Scarman Centre for the Study of Public Order from 1987 until 1999. His current interests include lifelong learning policies, especially learning, older people and society, and also policing, crime and the politics of law and order. His work has been translated into Chinese, French, Hungarian, Portuguese, Sinhalese and Spanish. John Benyon is Chair of the Academy's Committee of Learned Societies and played a key role in the AcSS project on 'learned societies in the social sciences: developing knowledge transfer and public engagement' and chaired the project's steering group.

Miriam E. David AcSS, FRSA is a Professor of Sociology of Education at the Institute of Education, University of London and Associate Director (Higher Education) of the ESRC's Teaching and Learning Research Programme. She has a world class reputation for her scholarship on diversity, equality, family, gender and education. She has published over 20 books and reports, over 100 chapters and refereed or popular articles. She aims to promote the social sciences by diverse forms of knowledge exchange and communication. She is Chair of the Council of the Academy of Social Sciences, and co-editor of its journal *21st Century Society*.

Preface

Welcome to *Developing Dialogue*, the result of a collaboration between the Academy for Social Sciences and the Economic and Social Research Council (ESRC). The ESRC was pleased to work with the Academy on this project exploring the role of learned societies in the dissemination of research findings to a wider audience and to enabling greater public engagement.

Government today faces a variety of complex problems: high quality social science research is crucially important to inform solutions to these. The ESRC is the UK's largest funder of research on the major social and economic issues by the very best social scientists in the country. They are all committed to ensuring that their research has the biggest impact on economic development and quality of life of the people in the UK and beyond, whether through immediate relevant research or through the slower spread of new ideas and insights.

Learned societies form an essential part of the fabric of research by providing space for discussion, debate and development of its communities, including on meeting the challenge of realising the economic and social benefits of social sciences to society.

Drs. Astrid Wissenburg
Director for Communications and Information
Economic and Social Research Council

13th October 2008

Revised Introduction

1. The Academy of Social Sciences (AcSS) began discussions with the Economic and Social Research Council (ESRC) in early 2007 about the need for a study of learned societies in the social sciences and their role in promoting knowledge transfer and public engagement activities. Both the Academy and the ESRC wanted to discover how best they could work together, and with the learned societies, to enable people to engage more closely with the social sciences.
2. As a result of these discussions, the Academy and the ESRC agreed to collaborate on a joint project. This focused on exploring the potential for greater engagement between the learned societies in the social sciences and policy makers, practitioners and the wider public. The objectives included identifying current activities, flagging up opportunities for more knowledge transfer and public engagement work, and increasing awareness of the issues and opportunities amongst the learned societies.
3. The AcSS and the ESRC each contributed funds and staff resources for the study. The two organisations felt that a collaborative approach to a project on knowledge transfer and public engagement was timely and appropriate. Both the Academy and the ESRC have an established and growing commitment to promoting dissemination of research findings to a wider audience and to enabling greater public engagement. Both bodies have a positive approach to collaborative working involving researchers in the social sciences, the learned societies, practitioners and policy makers, and other groups, and so it seemed sensible to work together on a study of how to develop and enhance this work.
4. The fact that the British Academy published *Punching our weight: the humanities and social sciences in public policy making* in September 2008 confirms our view of the need for more collaboration between learned societies, practitioners and policy makers in the dissemination and promotion of research findings of the social sciences. The BA report is complementary to our report in that it is about how ‘national and international policy making can and should be better informed by the findings of high quality research in the humanities and social sciences’ (Baroness Onora O’Neill, President of the BA, Foreword).
5. In August 2007, William Solesbury and Associates (WSA) were appointed to undertake the research. The Academy of Social Sciences and the ESRC would like to express their appreciation to William Solesbury and Ruth Levitt of WSA for all their work on the project.
6. As discussed further in the report, under ‘context and objectives of the study’ (see paragraphs 1 to 9), for the purpose of the project *knowledge transfer* has been

2 *John Benyon and Miriam David*

defined as a set of processes aimed at transferring knowledge from researchers to users. Although presented as a linear concept, it is widely understood to be more complex. Knowledge transfer relates specifically to those processes and initiatives to support the direct use of findings by specific users in the public, private and third sectors.

7. The project has taken *public engagement* to mean the involvement of specialists in listening to, developing their understanding of, and interacting with, non-specialists. It is a participatory model of consultation to inform policy development and entails promoting the flow of authoritative information and exchange of views between social scientists, members of the public and policy-makers. This may now be referred to as the ‘co-production of knowledge’.
8. As outlined in Annex C, the work of the project was divided into three phases – fact finding, exploring demand, and drawing conclusions and making recommendations. Work on preparing the profiles of each learned society began in August 2007. The societies were then invited to look at these profiles and make any necessary revisions, while interviews with representatives of the learned societies were set up and conducted.
9. An important early event was the conference on 2 October 2007 which was well-attended by members of the learned societies. They heard a number of presentations which introduced the project and outlined different approaches to engagement with the public and particular groups. The conference also included six presentations outlining case studies of knowledge transfer and public engagement activities. The Academy and the ESRC wish to record their appreciation to everyone who participated in the October 2007 conference.
10. The project’s main meetings and milestones are set out in Annex B. This records 22 separate Academy of Social Sciences meetings at which the project has been considered and discussed. The Steering Group has been of particular importance and its comments and deliberations have constituted a significant part of the research process. A great deal of useful information has emerged from the Steering Group, and its members have facilitated the research process in a variety of ways. The members of the Steering Group are listed in Annex A and the Academy of Social Sciences and ESRC wish to record their gratitude to them.
11. The draft Final Report from the consultants was considered in detail by the Steering Group in March 2008 and was then sent to all societies in membership of the Academy for their comments and suggestions. A large number of views were received and these were collated and sent to the consultants. Thanks are due to Ceridwen Roberts for assisting with this task.

12. The consultants submitted their final amended version of the Report in May. This document has provided the basis of *Developing Dialogue*, the Final Report from the AcSS and ESRC project, which has been edited and amended by the authors on behalf of the Academy of Social Sciences and the ESRC.
13. The research has raised a lot of interesting issues around knowledge transfer and public engagement in the social sciences. There is clearly still a long way to go before many practitioners and policy makers, and members of the wider public, are aware of the work and activities of many of the learned societies in the social sciences and of the research of their members.
14. *Punching our weight* (British Academy 2008) has also found that ‘there is an untapped potential of research in the humanities and social sciences’. This report argues that there is to improve the effectiveness of policy-making through the increased use of humanities and social science research (Sir Alan Wilson, Chairman, Review Working Group). This confirms our view that we need to make the work of social science researchers, through learned societies, more visible.
15. The report identifies various barriers and obstacles, not least the lack of staff and financial resources that many learned societies have to undertake more extensive knowledge transfer and public engagement activities. The study has also found that the Research Assessment Exercise (RAE) has acted as a significant barrier to such activities, as it appears to have become more difficult to persuade many academics to become involved in knowledge transfer or public engagement work. Such work counts for little or nothing in the 2008 RAE and the indications are that many academics see these activities as at best peripheral to their research and specialist publications. In many universities such activities do not appear to be encouraged – for example, they count little towards promotion in many institutions.
16. The study has shown that the learned societies in the social sciences vary hugely in their size, scale and scope. Some are relatively well-resourced but others do not have the means to organise many, if any, activities to engage with the public. Some do not have the inclination to become involved in outreach activities, or are unaware of the possibilities of funding or working with others.
17. The project has found that there is considerable potential for the Academy of Social Sciences to do more to facilitate the learned societies in promoting the knowledge transfer and public engagement agenda, much of it in partnership with the ESRC. The Academy and the learned societies offer the means to assist in changing the culture, thinking, approach, and capacities, in the social sciences, to increase knowledge transfer and public engagement. This can be done in various different ways – for example, through enhanced training,

finding ways to enable societies to work together, holding conferences and workshops, and joint applications for resources and projects.

18. The study finds that the Academy of Social Sciences offers a distinctive and effective channel to work with learned societies and Academicians to develop activities in this field, in partnership with the ESRC wherever appropriate. The report shows the large variety of possibilities and the Academy, working with the ESRC, is well-placed to take a lead in identifying what works and to help in promoting best practice. The AcSS is also ideally positioned to work with learned societies and the ESRC in experimenting with new approaches and promoting collaboration between different societies and disciplines.
19. One thing that emerges from the project is that improved communication with practitioners, policy makers and the wider public should be based on a positive model of engagement. This underlines the belief in the Academy of Social Sciences and the Economic and Social Research Council that a two-way dialogue should be promoted wherever possible, involving academics and researchers and different groups of the public. This is why this Report has been entitled *Developing Dialogue*.
20. *Punching our weight* (British Academy 2008) also argues for the importance of ‘developing dialogues and partnerships’ (Sir Alan Wilson, Preface) as the way forward in promoting social science research, confirming our view of its centrality for the future.
21. Social science dialogue should clearly be a continuing one, with a range of events and activities to enable knowledge transfer, provision of information and opportunities to raise questions. Ideally, whenever possible engagement on particular policy or research developments or issues should take place early in the process – what has been called ‘upstream’. This enables people to engage more fully and is likely to decrease cynicism about many ‘consultations’ and increase confidence and trust. It may well also lead to better research and better decisions.
22. The social sciences have a huge contribution to make to the economy, society and politics and to improve people’s well-being. Knowledge transfer and public engagement offer ways to realise this contribution. Much has been done but there is much yet to do. The Academy of Social Sciences, working with the learned societies, in partnership with the Economic and Social Research Council, is committed to assisting in the development of a growing dialogue involving the social sciences.

Summary

1. Researchers and practitioners in many, if not all, the different areas of the social sciences have established learned societies to develop and promote their specialist knowledge, and to have wider influence. The Academy of Social Sciences (AcSS) is able to act as an umbrella body for individual learned societies. The Economic and Social Research Council (ESRC) funds research into the social and economic questions facing society and trains and develops the UK's future social scientists. Like the other research councils, the ESRC seeks to promote knowledge transfer and public engagement for the research it funds. In this context the AcSS and ESRC jointly commissioned this study of the knowledge transfer and public engagement work of the learned societies in the social sciences.
2. The project was undertaken between August 2007 and Spring 2008, involving a mix of document and website reviews, and surveys, interviews and discussions with learned societies' representatives and individuals in policy and practice roles in a number of sectors. The study had five objectives:
 - to improve the knowledge and understanding of social science learned societies' current activities in knowledge transfer (KT) and public engagement (PE);
 - to identify opportunities for more or different KT and PE work;
 - to increase awareness among learned societies of the strategic aims of the ESRC and support, and to highlight funding opportunities for knowledge transfer and public engagement work;
 - to propose how such work might be resourced, organised and promoted;
 - to foster engagement between the ESRC, AcSS and learned societies in the social sciences.
3. In addition to nearly 500 distinguished Academicians, in May 2008 the Academy of Social Sciences had 34 learned societies in membership. A good number of the societies already engage in a good deal of knowledge transfer and public engagement. Among their activities are publishing journals and other publications, organising conferences, lectures and seminars, giving awards and prizes, producing teaching resources for schools and colleges, providing displays, DVDs, expert speakers, submissions and responses to government on policy and practice matters, and press releases. Examples of such activities have been documented in 10 case studies (see Annex F).
4. The pattern of KT and PE activities is highly variable among the learned societies. All societies have a role to support the academic work and professional interests of their members. About one third of the societies studied see this as their principal or exclusive role. Another third aspire to complement this role by engaging with organisations or individuals outside the academy and/or profession, but largely lack the capacities and skills to do so. The final third of the societies are

already active in knowledge transfer and public engagement work but, in some cases, are keen to be more successful and to expand their activities.

5. Analysis of this pattern of activities suggests three influential factors affecting learned societies' capabilities: *purpose*, *capacity* and *relationships*. *Purpose* reveals whether societies have chosen to adopt an explicit commitment to these activities: for example, in their mission, charitable objectives or a strategic plan. Does the learned society see knowledge transfer and public engagement work as core aims? *Capacity* refers to the resources that learned societies choose, or are able to allocate, to knowledge transfer and public engagement work, including the time and efforts of society members and staff, through special interest groups, as authors and editors, as speakers and spokespersons. Societies' *relationships* with non-academics raise awareness of the discipline's knowledge and expertise and strengthen their ability to have influence on policy, practice and public understanding. Clarity of purpose, defined and sufficient capacities, and strong relationships, give learned societies a capability for effective knowledge transfer and public engagement work.
6. It should be noted, however, that evidence indicates that the Research Assessment Exercise (RAE) has had seriously negative effects on knowledge transfer and public engagement activities. The RAE has worked against capacities, in that it has become more difficult to persuade many academics to become involved in knowledge transfer or public engagement work, and has also adversely affected relationships and purpose. The Research Assessment Exercise has had the effect of downgrading the value perceived by many social scientists of public policy advice, knowledge transfer and public engagement.
7. What learned societies can potentially offer in this work relates to one or more of three characteristics of their disciplines: *knowledge*, *perspective*, *methods and skills*. The discipline may offer substantive *knowledge* about a field of policy or practice or a matter of public interest – this would seem to be a big potential contribution of the societies concerned with housing, health, education, the environment, the media, and crime, policing and punishment. The discipline may equally offer a particular *perspective for understanding society* – matters like human behaviour, relationships, learning, communication, and organisational dynamics can be explored, for example, in terms of psychology, politics, management, economics, linguistics, sociology, history. And the discipline may bring certain *methods and skills* to bear on aspects of society – including those exercised by particular professions, like social workers or town planners, or those more widely applicable, like statistics or evaluation.
8. Testing these propositions about the capability and contribution of learned societies with practitioners revealed both current weaknesses and potential strengths in relation to the learned societies' contribution to knowledge transfer

and public engagement. Four current *weaknesses* were identified: their generally low profile outside academe; their single disciplinary focus; their apparent lack of awareness of opportunities to contribute academic thinking to public affairs; and their frequently weak capability. Their potential *strengths* were recognised as fourfold: their independence of business and government; their commitment to rigorous standards of research; their access to the breadth of knowledge and expertise within their membership; and, in some cases, their relationships with particular practitioner communities.

9. Work on knowledge transfer and public engagement requires *resources* and *organisation*. Both are evident in currently successful learned societies' activities. The resources can come from a number of sources: from societies' current income from either members' subscriptions or savings and investments; from fees and charges for society activities; from subscriptions arising from the publication of journals; from sponsorship; from individual project funding; and from contributions in kind from society members or partner organisations. Organisationally there seem to be at least four requirements: a member of the society executive committee (or subcommittee) with responsibility for encouraging and organising knowledge transfer and public engagement activities; skilled staff support, either directly employed or outsourced, to undertake detailed organisation; a small group of members to advise and support the knowledge transfer and public engagement; and a cadre of society members with the knowledge, skills and enthusiasm for undertaking such KT and PE activities.
10. These analyses can be summarised in six broad findings:
 - (a) Currently the involvement of learned societies in knowledge transfer and public engagement work is highly variable, but taken together there is a great deal and variety of practical experience.
 - (b) Attitudes towards knowledge transfer and public engagement within learned societies is the most important factor in explaining this variability.
 - (c) Strengthening societies' commitment to such work is a developmental task requiring clarity of purpose, suitable skills and sufficient resources.
 - (d) The AcSS and the learned societies need to promote a distinctive contribution to knowledge transfer and public engagement to differentiate their work from that of others in the field, but they have much to offer.
 - (e) Cross-disciplinary approaches are often needed to respond effectively to many policy, practice and public agendas.
 - (f) Partnerships with non-academic practitioners increase the impact of learned societies' knowledge transfer and public engagement work.
11. The project has found that there is considerable potential for the Academy of Social Sciences and the learned societies to do much more to promote the knowledge transfer and public engagement agenda, much of it in partnership with the ESRC. For example, the AcSS and some learned societies have contacts with

some groups of users or practitioners that the ESRC does not have itself. The AcSS, and through it the learned societies, offer a means to assist in changing the culture, thinking, approach, and capacity, to enhance knowledge transfer and public engagement. The Academy of Social Sciences offers a distinctive and essential conduit to reach many researchers and is seeking resources to enable it to develop this dimension of its work. In this context, the study has produced three main strategic findings, several further, more specific, findings, and three sets of recommendations for change, for the learned societies, the AcSS and the ESRC.

12. The three main strategic findings of the study are:
 - (a) The AcSS, ESRC and learned societies should work together to develop a clear and practical agenda in the areas of knowledge transfer and public engagement to support and inform their closer collaboration and partnership;
 - (b) For the ESRC to engage with the AcSS and learned societies in the areas of knowledge transfer and public engagement, the AcSS and learned societies will need to add value to the ESRC's activities;
 - (c) The AcSS should actively promote to the ESRC and to the learned societies the ways in which it is able to add significant value, whether as an intermediary between the ESRC and individual learned societies, or between learned societies and their audiences.

13. Building on these findings and conclusions, the report includes a number of recommendations for, respectively, the learned societies, the AcSS and the ESRC.

A. Learned societies

A1 Each learned society should formally consider whether it wishes to strengthen its commitment to knowledge exchange and/or public engagement work or, where already committed, widen the range and reach of their activities.

All societies might consider whether such activities are now an essential element in securing and maintaining public support for their disciplines and, more specifically, whether the new tougher 'public benefit' test for charities will be more readily met through such activities.

A2 If so, each society should consider the appropriateness of activities in the following five categories:

- **opening themselves to dialogue between researchers and practitioners** – through, for example, more practice-oriented publications and events; bringing practitioners into membership; establishing practice-oriented subject groups; extending invitations to key practitioners to ceremonies and receptions; and, more generally, going out into the practitioners' world – for

example, by contributing to their events and publications – rather than expecting them to come into the academic world.

- **responding to policy, practice or public agendas** – through keeping an eye out for inquiries, reviews and consultations to which their disciplinary knowledge, perspective or methods are relevant; contributing submissions and responses to them; publishing reports and organising events on topical subjects; issuing press releases, writing for the press and practitioner journals; responding positively to media overtures.
- **working jointly with non-academic practitioners** – organising joint events and publications with non-academic organisations; forming alliances to campaign on matters of joint interest; producing research summaries and reviews for practitioner use.
- **engaging with the public** – promoting dialogue with different groups and greater understanding of their discipline’s knowledge, perspective or methods and their relevance and value; facilitating discussion and exchange with members of the public and greater awareness of their work through popular publications, DVDs, exhibitions and talks.
- **making their expertise more widely available** – through directories of experts, phone or online inquiry services, advertised contact points for outside inquiries and, above all, a readiness to help.

A3 A society should create organisational responsibilities to drive such activities forward.

This would include a lead executive committee member, staff support, advisers, and a cadre of society members willing to participate in the work; all within an agreed annual programme of activity which is monitored and evaluated to learn from experience.

A4 Each society should exploit all available resources to achieve these goals.

These include annual income, journal profits, fees and charges, project funding, sponsorship, volunteer effort and contributions in kind.

B. Academy of Social Sciences

B1 The Academy of Social Sciences should act in partnership with the ESRC in pursuit of the latter’s strategic objectives for knowledge transfer and public engagement.

It is of course important that the AcSS maintains its independence as a partner not an agent of the ESRC – and vice versa.

B2 The AcSS should adopt a three-fold programme of action:

- **promoting the contribution of social science to public affairs** – through active relations with both print and broadcast media; an annual programme of events and publications; lobbying and campaigning.

- **supporting its member learned societies' knowledge transfer and public engagement work:**
 - *providing a current awareness service* on changing policy, practice and public agendas;
 - *offering advice on good practice* that might include the case studies prepared in this project; the AcSS could also draw on ESRC expertise and toolkits;
 - *commissioning training* on such skills as contract and project management, active engagement participation, media relations, publicity and campaigning, communication (print, oral and web), event management, securing project funding and sponsorship, producing policy submissions and responses, running expert directories and inquiry services (in all cases drawing on the practical experience of some of the societies);
 - *maintaining a directory of recommended freelances* to undertake work for societies.

- **organising cross-disciplinary responses to policy, practice or public agendas** – by identifying suitable topics, scoping a response, recruiting a leading person, bringing together contributors from societies and outside, providing analytical and administrative support for discussions, drafting papers, publishing and publicising them. The AcSS is potentially well placed to forge such linkages and take the lead in interdisciplinary knowledge transfer and public engagement activities.

B3 The Academy should create organisational responsibilities to drive such activities forward.

This would include a lead executive committee member, staff support, advisers and a cadre of willing Academicians; all within an agreed annual programme of activity which is monitored and evaluated to learn from experience.

B4 The Academy should exploit all available resources to achieve these goals.

These include annual income, journal profits, fees and charges, project funding, sponsorship, volunteers' efforts and contributions in kind. The AcSS might seek funding from a variety of sources, including the ESRC, to create the capacity to support knowledge transfer and public engagement work by the learned societies in the ways recommended in B2 (second bullet point) above.

C. Economic and Social Research Council

C1 The ESRC should act in partnership with the AcSS in pursuit of its strategic objectives for knowledge transfer and public engagement along with other stakeholders.

The ESRC should pro-actively seek opportunities to collaborate with the AcSS on issues of mutual interest, especially where their contributions can be complementary. There are various ways in which such a partnership could be of particular benefit. For example:

- The AcSS could contribute to social science responses to policy, practice or public agendas (as recommended in B2 third bullet point) by working with its member learned societies.
- The AcSS could assist in facilitating contacts with non-academic, practitioner communities, with which its member societies have close connections, and through its network of Academicians, which includes a variety of eminent people who are drawn from non-academic organisations.
- The AcSS could collaborate with the ESRC in offering a variety of training for learned societies and researchers that would assist with KT and PE activities (as recommended in B2 second bullet point).

C2 To help the AcSS and the learned societies to enhance their programmes of activities, the ESRC should actively promote what professional and financial support it can provide.

Particularly appropriate are the Council's research seminars scheme, the annual Festival of Social Sciences programme, communication and knowledge transfer training as well as individual research project funding.

C3 The ESRC should provide encouragement and advice to learned societies on knowledge transfer and public engagement work, making use of the AcSS, as appropriate, as a conduit or channel to reach them in the most effective way.

To this end the AcSS and the individual learned societies would each benefit from a more clearly defined relationship with the ESRC, tailored to the remit and characteristics of individual societies.

D. Next steps

Putting these recommendations into effect requires concerted action by the AcSS, its learned societies and the ESRC. The ESRC and the AcSS have already agreed to organise a workshop to discuss the findings and recommendations in this report, and a conference to help create networking opportunities for learned societies, in the summer of 2008.

D1 After the conference, the AcSS should encourage all its member learned societies to consider formally whether and how to strengthen their commitment to knowledge exchange and public engagement.

While respecting the autonomy of the learned societies, the AcSS should act positively to encourage such a commitment and to support new undertakings

to develop knowledge transfer and public engagement – this could require the AcSS to offer a speaker for meetings of each learned society.

- D2 The AcSS and ESRC should reflect on the recommendations in light of the June 2008 workshop (see above) and a follow up meeting of representative learned societies in September 2008 to develop their dialogue. The Academy and Research Council should meet to review progress made regularly and plan the implementation of the recommendations where these are agreed.**

Context and objectives of the study

1. The United Kingdom Government views knowledge transfer and public engagement as an increasing priority. This is evident in statements and policies from, for example, the Government Office for Science in the Department for Innovation, Universities and Skills (DIUS), the Scottish Government and the Welsh Assembly Government. Briefly the current policy position is as follows:
 - On knowledge transfer, the 2006 Worry Report, *Increasing the Economic Impact of the Research Councils*, challenged them *inter alia* to foster more interaction between researchers and users of their research. Since then they have reviewed and harmonised their support schemes, sought new partnerships with other organisations (including national academies), and increased their resources and staff for knowledge transfer activities.
 - On public engagement, the then current Science and Innovation Minister Ian Pearson worked to develop a ‘refreshed approach’ to government Science and Society policy. In November 2007 the Minister proposed the following as a ‘vision’:

A society that is excited about science, values its importance to economic and social well-being, feels confident in its use, and supports a representative, well-qualified workforce.

A subsequent consultation process (to which the Academy of Social Sciences (AcSS) has contributed) is leading to a ‘strategy for action’ on which views are being invited. In January 2008 funding was announced for six university-based ‘Beacons for Public Engagement’ as collaborative centres ‘to help support, recognise, reward and build capacity for public engagement work across the UK.’
2. The Economic and Social Research Council (ESRC) has committed itself to an enhancement of both its knowledge transfer and its public engagement work. The key elements of its 2007 Knowledge Transfer and Economic Impact Strategy are threefold: to create and support impact through knowledge exchange, people transfer and infrastructure; to play a leadership role within the social science community; and to communicate the impact of the social sciences. Regarding public engagement, its Delivery Plan 2008–2011 states that it will extend its science in society activities with a continuing emphasis on promoting research careers; strengthening the evidence base on engaging with the public; and widening the range of activities for the general public, especially young people.
3. In this policy context the ESRC and the AcSS jointly commissioned this study of the knowledge transfer and public engagement work of the learned societies in the social sciences. The objectives were:
 - to improve knowledge and understanding of learned societies’ current activities in these fields;

- to identify opportunities for more or different such work;
 - to increase awareness among learned societies of the strategic aims of the ESRC and funding opportunities relating to knowledge transfer and public engagement work;
 - to propose how such work might be resourced, organised and promoted;
 - to foster engagement between the ESRC, AcSS and learned societies.
4. The project was undertaken between August 2007 and April 2008. Its study methods are shown in Annex C. They included a workshop with representatives of learned societies, the AcSS and the ESRC; a review of documents and websites about the learned societies; interviews with society representatives and with a small group of non-academic practitioners; and discussions in meetings of the AcSS's College of Learned Societies. Some highly useful contributions to the study were made by the project Steering Committee – its membership is listed in Annex A. The list of Academy meetings at which the project has been discussed is provided in Annex B.
 5. The Academy of Social Sciences would like to thank all the members of the Steering Group for their efforts, and everyone else who has taken time to participate in the research. In particular, the Academy wishes to thank William Solesbury and Ruth Levitt, from William Solesbury Associates, who conducted the study. The Academy would also like to thank very warmly all the staff at the ESRC who have been involved in the project, particularly Ian Diamond, David Guy, Melanie Knetsch, and Astrid Wissenburg. Their contributions have been significant and it has been a pleasure to work with them.
 6. Early meetings of the Steering Group spent some time considering what is meant by 'knowledge transfer' and 'public engagement'. It is clear that there is no complete agreement on their detailed meaning but both activities involve dialogue of various kinds. Such dialogue needs to be open and proactive and should involve a genuine exchange of knowledge and ideas. This accords with the views of the House of Lords Select Committee on Science and Technology outlined in its report on *Science and Society*, published in 2000. The inquiry, chaired by Lord Jenkin, said that dialogue entails open exchange and sharing of knowledge, ideas, values and beliefs between scientists, the public(s), stakeholders and decision makers.
 7. The 'public' is usually taken, in simple terms, to refer to 'ordinary people' or 'the community in general'. However, it is clear there are many 'publics' depending on the context, so public engagement activities need to take this into account. Effective dialogue about social science issues with groups of school children in a market town might need to be quite different from, say, groups of older people in an inner-city community centre.

8. Different groups of the public can be identified according to a variety of criteria. For example, the report on *Science and the Public*, published by the OST and Wellcome Trust in 2000, found six different groups of the public, according to their attitudes towards science. At one end were the ‘technophiles’ (20%) who were positive and well-informed but sceptical of the regulatory system, ‘confident believers’ (17%) who were positive about benefits from science and the way it was regulated, and ‘supporters’ (17%) who were positive about rapid technological change and government control. The less positive groups of the public were the ‘not sure’ (17%) who were not interested in science and had few opinions, the ‘not for me’ (15%) who were uninterested themselves but could see the potential benefits, and the ‘concerned’ (13%) who are interested in science but uncertain about its negative effects and sceptical about its control and regulation.

9. After discussion, the project Steering Group resolved to adopt the definitions of knowledge transfer and public engagement used by the Economic and Social Research Council:
 - Knowledge transfer is ‘a set of processes aimed at transferring knowledge from researchers to users. Although presented as a linear concept, it is widely understood to be more complex. Within the ESRC, knowledge transfer relates specifically to those processes and initiatives to support the direct use of findings by specific users in the public, private and third sectors.’
 - Public engagement is ‘the involvement of specialists listening to, developing their understanding of, and interacting with non-specialists. It is a participatory model of consultation to inform policy development and promoting the flow of authoritative information and exchange of views between scientists, members of the public and policy-makers. For ESRC this includes providing opportunities for public engagement; supporting social scientists to develop the skills to communicate with different publics; and helping young people to understand the role of social science to their lives.’

10. These definitions, while not necessarily agreed by all the AcSS members and learned societies, have for practical purposes been adopted in this project and report.

11. The report first describes some of what the AcSS and its member learned societies currently do in terms of knowledge transfer and public engagement work. Their capabilities for such work and what influences these capabilities is then assessed. Next the report explores what they can contribute to policy, practice and public debates and summarises their strengths and weaknesses. It then analyses what resources and organisation are needed for effective knowledge transfer and public engagement work. Finally the report draws some conclusions, makes recommendations and sketches a way forward for their implementation. Throughout the analysis the term ‘learned societies’ also includes the AcSS

itself, but in the recommendations the two are addressed separately. The term ‘practitioners’ is used to mean non-academic practitioners, including politicians, public officials, professionals, the media, business people and others.

What the learned societies currently do

12. The Academy of Social Sciences had 34 learned societies in membership in May 2008. When the project began in September 2007 there were 32 member societies and it is on those that the project has focused. Many of them already engage in knowledge transfer and public engagement work. The nature of their activities is very varied. They can be categorised as follows. Examples of these activities have been documented in the case studies in Annex F.

Journals. Most learned societies have one or more journals, frequently published in partnership with an academic publisher such as Wiley-Blackwell or Taylor and Francis. Such journals are often distributed free to members but available at cost to others, particularly libraries. The journals contain peer-reviewed papers for a predominantly academic or researcher readership. But some society’s journals contain a ‘practice section’ focused on the application of disciplinary research and inviting contributions by practitioners. Other societies publish separate journals for practitioners – for example, the Royal Statistical Society’s *Applied Statistics*.

Other publications. Some societies publish other material designed for policy, practice or public audiences. The AcSS is planning to produce policy papers, as resources permit, while the Political Studies Association produces a glossy publication called *Political Studies UK*. It is attractive and well-illustrated publication subtitled ‘Studying, Teaching and Researching Politics in the United Kingdom’. It is aimed at a diverse audience including schools and colleges and the general public as well as journalists and practitioners in Britain and abroad.

Annual conferences. Most if not all learned societies hold an annual conference which is usually intended primarily for people working in the discipline. Some societies encourage involvement by practitioners. For example, the British Educational Research Association has an additional day on which research is presented to, and discussed by, practitioners. The British Association for Slavonic and East European Studies frequently invites journalists, diplomats or cultural leaders as keynote speakers.

Other events. Seminars, workshops, lectures and other conferences that bring researchers and practitioners together are sometimes organised by societies, or groups within them, occasionally in partnership with other more practice-oriented organisations. Examples are the public lecture series of

the Royal Geographical Society–Institute of British Geographers, the joint seminars organised by the Regional Studies Association with the then Department of Trade and Industry, and the AcSS events run in each of the ESRC’s annual Festivals of Social Science.

Awards and prizes. Some societies have annual awards, occasionally the result of an endowment, more often funded from their annual income or sponsorship. These include prizes for books, articles or conference presentations in the previous year. A few societies extend this kind of recognition to either researchers’ contributions to practice or to practitioners whose work exemplifies the application of the discipline. The annual awards of the Political Studies Association are a well-established example. In partnership with Reuters, the University Association for Contemporary European Studies has recently established an annual award to journalists for reporting on the European Union.

School teaching resources. Societies are understandably concerned with the recruitment of new members to their discipline. In pursuit of this some societies have produced material for use in schools: for example, in the past the Economic History Society published a REFRESH series of publications that is now going online as E-REFRESH. The British Psychological Society is working on some online resources on Forensic Psychology (a winner in its annual competition for projects among its members).

Displays and DVDS. A few societies have produced visual material – the British Sociological Association has a video entitled the *World of Sociology* and the Royal Geographical Society–Institute of British Geographers mounts exhibitions at its London HQ. A number of societies offer podcasts of conference or seminar presentations.

Expert speakers. Most societies are willing to respond to requests, from the media and elsewhere, for disciplinary experts who can offer advice or views. This tends to happen infrequently and in an ad hoc way. A few societies have formalised this service by constructing published directories of their members, and their fields of expertise, who are willing to take on this role: an example is ExpertOnEurope.com recently launched online by the University Association for Contemporary European Studies (UACES). Occasionally societies have been invited to nominate experts as advisers to government or to participate in other ways, such as sitting on inquiries or commissions, at local, regional or national levels.

Submissions and responses to government on policy and practice matters. A few societies are active in engaging with public policy (outside the realm of higher education matters) by making submissions to inquiries or policy reviews or responding to consultations. Particularly active are the British

Psychological Society, the Royal Geographical Society-Institute of British Geographers and the Royal Statistical Society.

Press releases. Some societies issue press releases on papers presented at their annual conferences and other events and some – notably the British Psychological Society – get good press coverage. But few societies seek to engage with the media on matters on the policy, practice or public agendas either by issuing press releases, through letters to the press or contacts with the broadcast media. It seems clear that more could be done in this respect.

13. The quoted examples show that one or more of the learned societies have experience of activities in each of these ten categories. As part of the project one example from each category has been documented as a case study and these are outlined in Annex F. This range of activities covers all of the potential knowledge transfer and public engagement activities noted in recent national, science-wide surveys* that are appropriate to organisations, like the AcSS and the societies, which have members rather than employees. Their character generally, but not always, precludes such activities as placements, secondments and exchanges of researchers; collaborative research fellowships; and commercialisation that may be appropriate to universities and/or natural and medical science.
14. There are some other activities, examples of which occur outside the social sciences, that may be worth consideration by learned societies in the social sciences and by the Academy itself:

Inquiry services. For example, ‘Ask A Philosopher’ is an online service (www.philosophypathways.com) whereby the public can pose questions and get answers from a panel of philosophers. The Social Research Association has recently launched an Ethics Forum whereby members and non-members can seek advice on ethical dilemmas in social research practice.

Campaigns. For example, the ‘History Matters’ campaign, organised by the National Trust and other organisations (but seemingly no learned societies),

* See Research Councils UK, *Knowledge Transfer Categorisation and Harmonisation Project, Final Report*, September 2007 that identified eight types of knowledge transfer activity: five concerned with people and information flows (networking, research dissemination, research brokering, placements/secondments/ exchanges, and collaborative research fellowships) and three commercialisation activities (promoting an entrepreneurial culture, buying out academics’ time to pursue commercialisation opportunities, and proof of concept funding). Also see Department of Innovation, Universities and Skills, *Science and Society: Mapping the Landscape, 2007 undated*, on www.berr.gov.uk/dius/science-in-society/page42265.html [checked 19.2.2008], that identifies five activities (education, public engagement, public confidence building, renewing the scientific workforce, increasing diversity).

ran hundreds of events and activities throughout 2007 to raise support for history and heritage.

Arts projects. For example, the Wellcome Foundation has promoted a variety of projects in the creative and performing arts, to promote biomedical science, particularly to children.

Training. Learned societies frequently provide training for their members, sometimes as part of their commitment to continuous professional development. Such training by the Social Research Association and the British Academy of Management has been supported by the ESRC under its Researcher Development Initiative. There can also be opportunities to draw on the expertise of particular disciplines to provide training for a wider audience.

Learned societies' capabilities

15. As organisations the 32 societies surveyed in the study differ greatly in a number of aspects:

Status. All learned societies, and the AcSS, are not-for-profit organisations, most are registered charities, some are companies limited by guarantee, and a few have a Royal Charter. Under the Charities Act 2006 all charities have to demonstrate that their purposes meet a new 'public benefit' requirement. Smaller charities (annual income of £500,000 or less) have to give a brief statement of how the charity's purposes have been carried out for the public benefit during the year. The public benefit requirement will apply to charities reporting from April 2009 onwards.

Mission. All the societies have some statement of purpose, the most usual focus (though expressed in different ways) being to promote and serve the interests of its members, but some express a commitment to engage with organisations or individuals outside the academy and/or profession.

Membership. For some societies membership is open to all with an interest in the discipline, for others membership is exclusive to academics and students in the discipline. Some also have in membership professional practitioners of the discipline. The AcSS elects its Academicians. The number of members of the societies ranges from less than 100 to many thousands (these latter are the organisations that are professional associations as well as learned societies, such as the British Psychological Society [BPS] with a membership of £46,000).

Annual income. This varies greatly from relatively small amounts well under £50,000 to over £1 million, and in the case of the BPS over £9 million.

Membership fees are the main source of income but some societies make large surpluses on the sale of journals and other activities and investment income.

Governance. Most societies have an elected ‘executive committee’ (the precise title varies), with some members with specific lead responsibilities like Membership, Events or Publications, and a larger ‘council’ (again the title varies).

Promotion. The learned societies have websites that provide information about their role, membership and activities. These appear to be designed principally to meet the needs of their members rather than to promote the society or discipline to a broader external audience.

Staff. Only a few societies have many permanent staff, some have none but out-source support work to freelance providers (e.g. of membership services, event management, media relations), while others obtain administrative support from the office holders’ organisations.

Groups. It is common for larger societies to have subject or regional groups within them that pursue activities, especially seminars and workshops, somewhat independently. The subject, or specialist, groups tend to have a sub-disciplinary or practice domain focus. Some societies offer material support to such groups.

International affiliations. Some learned societies have formal links with comparable societies in other countries or affiliations with international umbrella organisations.

Partnerships and associations. Some societies have somewhat formalised relations with other academic and/or practitioner organisations. This may be either on a continuing or temporary basis, the latter designed to achieve some joint objective such as an event or some lobbying.

16. Learned societies’ knowledge exchange and public engagement activities generally appear to be handled on an ad hoc basis rather than as part of a wider programme of work. With some notable exceptions, such as the RGS–IBG, relatively few societies seem to have explicitly committed themselves (in their mission) to knowledge transfer and public engagement work as a distinct core purpose. Similarly, relatively few societies have resourced themselves (through defined executive committee responsibility, staff remits, or budget allocations) for these activities.
17. From this organisational analysis it is possible to identify three models of capability for knowledge transfer and public engagement work among the learned societies:
 - About one third of the societies regard the support of the academic work and professional interests of their members as their sole purpose.

- Another third aspire to complement such support of the academic work and professional interests of their members by engaging with organisations or individuals outside the academy and/or profession, but lack the capacity and skills to do so.
 - The final third of societies, as well as supporting the academic work and professional interests of their members, are already active in knowledge transfer and/or public engagement work but are keen to be more successful.
18. The research project's findings and analysis of the factors influencing the learned societies' knowledge transfer and public engagement capabilities can be summarised under three headings: purpose, capacity and relationships. Clarity of purpose, defined capacities and strong relationships give learned societies a capability for effective knowledge transfer and public engagement work. Each factor is discussed in turn below.
19. **Purpose** relates to whether learned societies choose to make explicit statements about their commitment to these activities. Those that do may express this in their mission statements or statements of charitable objectives (if they are registered as charities). For example, the Royal Statistical Society's stated purposes include: 'To promote the discipline of statistics by disseminating and encouraging statistical knowledge and good practice with both producers and consumers of statistics, and in society at large.' The Social Research Association states that its objective is 'to advance for the public benefit the conduct, development, knowledge, professional practice, education, promotion and dissemination of social research.' Some societies explicitly include an international dimension in their purposes.
20. **Capacities** are the resources that learned societies possess and choose to allocate to knowledge transfer and public engagement work. This includes the time and efforts of their members – for example, as honorary officers, on executive committees, through special interest groups, organising committees, as authors and editors, as speakers and spokesmen. Capacities also include societies' paid staff, whether full or part-time employees, or freelance workers engaged by the society to undertake specific jobs.
21. Such members and staff need to have appropriate skills for any knowledge transfer and public engagement work they do. To meet this need some of the larger learned societies employ professional staff to undertake, for example, media relations and external affairs work. There is also scope for beneficial exchanges of experience and training to develop skills and methods among the AcSS's member societies. Capacity can also be enhanced by specific resources that societies create to support knowledge transfer or public engagement work – for example, the online directory ExpertOnEurope.com, created by the University Association for Contemporary European Studies, the DVD that the British

Sociological Association has produced, and the online resources for geography teachers from the Royal Geographical Society-Institute of British Geographers.

22. **Relationships** with other relevant bodies and individuals are sought by those societies who intend to raise external awareness of their own areas of expertise. These might include professional associations, publishing companies, service providers, campaigning organisations, think tanks or interest groups. The practitioner organisations (other than teachers) to which societies' expertise might be relevant are more obvious in some cases than others, but there is potential for all disciplines, sometimes working together.
23. Such relationships can enable societies to strengthen their scope and ability to have influence. For example, the Social Services Research Group has a partnership with the Social Care Institute for Excellence (SCIE), which shares the society's interest in social care research and which has a much bigger profile and resources than SSRG. One consequence is that SCIE hosts SSRG's website. The Social Policy Association has appointed the leading journalist Polly Toynbee to be its President. The Joint Universities Council has partnerships with the Public Management and Policy Association (PMPA) and the Chartered Institute of Public Finance and Accountancy (CIPFA), both of which run meetings in which policy makers, journalists and policy researchers interested in central and local government issues participate. Such relationships can enhance the recognition and reputation of the society, create further opportunities to communicate and be heard and may well attract more resources including financial support. Equally, relationships can bring societies useful information and insights about the worlds of policy and practice that they are seeking to influence.
24. One note of caution should be entered. It is clear from comments made during this project that many academics believe the Research Assessment Exercise (RAE) has had seriously adverse effects on knowledge transfer and public engagement activities. Writing on behalf of a learned society, one senior academic stated:

The Research Assessment Exercise has created a major discouragement to university-based academics in undertaking such work since it secures no benefit in the RAE and is positively discouraged or even prevented as an activity by some heads and vice-chancellors who do not wish to see their staff preparing publications or undertaking other activities that have no benefit to RAE status.

The RAE has worked against capacities, in that it has become more difficult to persuade academics to become involved in knowledge transfer or public engagement work, and has also adversely affected relationships and purpose.

25. In their report *The Role of Scientists in Public Debate* (2000), the Wellcome Trust and MORI reported that there were real impediments to persuading scientists to get involved in knowledge transfer and public engagement. Many academics see these activities, and even lifelong learning work, as not being mainstream as they are not encouraged and, for example, do not count towards promotion. Wellcome and MORI called for greater rewards from employers such as universities and other institutions for staff who engage with the public and business. However, the RAE has continued to work against this.
26. This project's findings and analysis of the societies' purposes, capacities and relationships suggests that they have a great deal of potential to undertake knowledge transfer and public engagement work pro-actively and to be influential. Although some of the societies do already see this as a core purpose, the majority of them do not. In addition, the progress that all the societies make, even those with paid staff, relies to a greater or lesser degree on the enthusiasm and energy of active members, whose time is inevitably limited by their other commitments. The RAE has been a serious obstacle to knowledge transfer and public engagement and it will take time to change the culture that it has fostered. The AcSS and learned societies have an important role to play in bringing about such a change. The project's findings also reveal that overall there is relatively little objective evaluation of the effectiveness of the societies' efforts.

What the learned societies can offer

27. In the interviews with representatives of the learned societies the researchers explored their awareness of the domains of policy and practice and the issues of political and public debate to which they feel their expertise is relevant. For many interviewees this seemed initially an unfamiliar line of thought, but subsequent discussion revealed some insights. The researchers concluded that the contribution of the learned societies to knowledge transfer and public engagement could relate to one or more of three characteristics of the disciplines:
- The discipline may offer substantive **knowledge** about a field of policy or practice or a matter of public interest – what is going on in British society or the wider world, patterns and trends, comparison with the past or other places, the impacts of policy or practice: for example, this might be seen to be the main contribution of the societies concerned with housing, health, education, the environment, the media, criminality, area studies.
 - The discipline may offer a particular **perspective** for understanding society – how and why do people behave as they do, human relationships, the influence of race and gender, time and space, learning and communication, what makes organisations tick: such matters can be explored, for example, in terms of psychology, politics, management, economics, linguistics, sociology, geography or history.

- The discipline may bring certain **methods and skills** to bear on some or all aspects of society – including those exercised by particular professions, like social workers or town planners, or those more widely applicable, like statistics or evaluation.

Of course, any individual discipline, and any learned society, may contribute to knowledge transfer and public engagement in more than one of these ways.

28. The researchers investigated what interest there might be outside the academic world in the knowledge and expertise that learned societies and the AcSS have to offer, and how such interest might best be served. Interviews were conducted with a selection of individuals from the worlds of government policy-making, parliamentary scrutiny, public and independent research funders and a commercial research organisation. They spoke as people from organisations who actively want and need to use social science knowledge and expertise. The interviews focused on three questions: What does social science knowledge and expertise contribute to your work? Among the sources you draw upon, what do you believe is the particular contribution of the social sciences? How could knowledge and expertise in these disciplines be more accessible and useful?

29. The main findings were:

- Interviewees had little awareness of the identities or work of social science learned societies or the Academy of Social Sciences.
- When seeking sources of academic advice for their work, they would look to known or recommended individuals or research centres relevant to their topic rather than think in terms of a relevant discipline.
- Frustration was expressed that few learned societies proactively make their research or expertise readily visible to those with a professional need to know, to anticipate their needs and not to wait to be asked before communicating. A typical comment was:

Social science academics have failed to support us. Their research is not ready and they are not prepared to talk sooner. They are not taking initiatives to disseminate their ideas.

- Frequent updates on current thinking from academic researchers and an up-to-date directory of experts would be welcome:
- The frustration is that there is no single directory of social science experts.*
- The issues on policy, business or public agendas can rarely be related to the knowledge and expertise of single disciplines – such issues typically straddle the boundaries of academically-defined areas of knowledge.
 - Different disciplinary perspectives can sometimes reframe issues helpfully; equally, bringing together people with different types of expertise to address an issue can also be creative. Indeed:

Social scientists are good at unpicking issues and recasting them to expose self-reinforcing myths and getting space for critical purchase.

- Their independence, their broad membership, and their association with rigorous standards of research could give learned societies a unique status. In contrast:

Think tanks and NGOs do send us stuff. Some is interesting, but it is not as good as academics would do. But they know how to market and embargo – the tricks – and therefore they get coverage even if what they say is not so good.

- Academics aiming to engage in knowledge transfer and public engagement need to accept ‘the rules of the game’ in order to be effective: in particular, relevance to and awareness of changing agendas and political contexts, timeliness in addressing issues, sensitivity to the practical limits on action, and clarity and brevity in communication. One comment was:
The language and style of academic reports are often off-putting.
- One interviewee stressed the value of intermediaries:
Having an interpreter is very useful, because peer-reviewed material needs interpretation.

30. From these findings the researchers conclude that the learned societies and the AcSS have current weaknesses and potential strengths in making a contribution to knowledge transfer and public engagement.

Their current **weaknesses** are:

- their generally low profile outside academe;
- their frequent focus on a narrow, discipline-based area of expert knowledge;
- their apparent lack of awareness of opportunities to contribute academic thinking to public affairs;
- their common lack of commitment, resources and skills to be effective in knowledge transfer and public engagement.

Their **strengths** are:

- their independence, compared to business or government, and the consequent high level of trust in their contributions to public affairs;
- their commitment to rigorous standards of research, giving them a competitive advantage over other sources of information and advice;
- their access to the breadth of knowledge and expertise both within the membership of individual societies, especially in their specialist groups, and through multi-disciplinary work by collaborating societies, and within the AcSS;
- in some cases, their closeness – through their membership or through active relationships – with particular practitioner communities.

There is clearly much potential for a greater contribution by the learned societies and the AcSS to an enhanced commitment to knowledge transfer and public engagement in social science.

What resources and organisation are needed?

31. Clearly work on knowledge transfer and public engagement requires resources and organisation. Concern about these emerged strongly in the researchers' interviews with the learned society representatives, especially among those in the second category identified in paragraph 17 in the main report, which aspire to engage in knowledge transfer and public engagement work. As reported in paragraphs 24, 25 and 26, the view was frequently expressed during this project that the demands of the Research Assessment Exercise, and the consequent views and behaviour of university employers, discourage academics' commitment to knowledge transfer and public engagement work. At the same time, the experience of those societies in the third category, who are already active in such work, shows there are options for resourcing and organising the work, including recruiting a cadre of willing participants among their membership.
32. Resources to fund knowledge transfer and public engagement work may come from one or more of seven sources:
- from societies' current income, from either member subscriptions or savings and investments.
 - from profits on societies' journals, many of which are published through agreements with commercial publishers.
 - from fees and charges for society activities – commonly the case with conferences, seminars, publications other than journals, with the prices set to either cover costs or to provide a surplus, but always set with an eye on 'what the market will bear'.
 - from project funding from the ESRC, the research charities, government – for example, the Royal Statistical Society has received funding from the ESRC for its Statistics User Forums and the Social Research Association for training in *inter alia* knowledge transfer from the Council's Researcher Development Initiative; more societies could seek funding from the ESRC through its research seminars scheme or for Festival of Social Science events.
 - from sponsorship – events and publications are the most obvious candidates for sponsorship, with the academic publishers the most frequent sponsors, but there are others. For example, the Royal Geographical Society–Institute of British Geographers has had sponsorship from Ordnance Survey, Rolex, Royal Dutch Shell, Trailfinders and Land Rover; the Political Studies Association's annual awards are sponsored.
 - from the voluntary effort of society members, and in the case of the AcSS its Academicians, and perhaps the administrative support in their employing organisations – this is essentially how many of the smaller societies resource their activities.
 - from contributions in kind from partner organisations undertaking joint projects with the society which may, for example, provide free or low-cost venues, catering, printing, speakers or co-authors.

33. Organisationally, when learned societies have committed themselves to knowledge transfer and public engagement work, there are four structural requirements that seem essential for effective delivery of that commitment:
- a lead member of the ‘executive committee’ holding the knowledge transfer and public engagement portfolio with responsibility to direct, oversee and evaluate the society’s work in this field – presently in the AcSS and some societies there is a lead member for publications and/or events and/or media relations and this role might be an extension of one or more of these.
 - skilled staff support, directly employed and/or outsourced, the skills needed dependent on the range of activities to be undertaken but may include media relations; publicity; print, oral and web communication; event management; current awareness; securing project funding and sponsorship; producing policy submissions and responses; running expert directories and inquiry services.
 - a small standing group from whom the lead member and staff can seek advice – this may be drawn just from the society’s membership or may have outsiders on it: for example, the Royal Geographical Society–Institute of British Geographers has recently established a Policy Advisory Group.
 - a cadre of society members with the expertise, skills and enthusiasm for knowledge transfer and public engagement work, who can be drawn upon to participate in particular activities – they might be drawn from the specialist groups or recruited by inviting the membership at large to make expressions of their interests (as the British Psychological Society does); identifying such a cadre might also form the basis of a published directory of experts.
34. Additionally, there are two organisational processes that may enhance effectiveness:
- an annual programme of activities that serves to raise awareness of the society, to build an audience for its knowledge transfer and public engagement work, to provide a basis for work planning and also, importantly, to make a commitment that provides impetus and discipline for the work – the learned societies in the third category above, those already active in knowledge transfer and public engagement, all have such programmes publicised on their websites and through mailing lists.
 - a formal monitoring and evaluation process whereby for each activity its objectives and nature, the resources consumed (time as well as money), the audience reached, and any evidence of the impact achieved are recorded and considered so that lessons can be learned to improve future effectiveness.

Findings and conclusions

35. The results and analysis from the project can be summarised in six broad findings:

- (a) **Currently the involvement of learned societies in knowledge transfer and public engagement work is highly variable: a minority are very active, the majority much less active or inactive though among these are some who clearly aspire to do more.**

There is great variety among the activities that are undertaken and most possibilities have been tried by one or more learned societies, so there is a body of practical experience to draw upon and share among societies.

- (b) **The main factor in explaining the variability is the attitudes and commitment of a society's officers, trustees and staff towards knowledge transfer and public engagement.**

Positive attitudes are very evident among the staff and leading members of the active learned societies who have already built a track record of considerable achievement in knowledge transfer and public engagement, which underpins their motivation and confidence in pursuing further activities to increase their impact on their target audiences.

- (c) **Strengthening societies' knowledge transfer and public engagement work is a developmental task requiring clarity of purpose, suitable skills and sufficient resources.**

Such work is a necessary condition for maintaining demand and support for the social science expertise that learned societies claim, for earning charitable status and for increasing learned societies' capacity to be effective. Again, the active societies have recognised these issues and have found ways to raise money, hire suitable staff, and to identify skills and interest among their membership, in order to increase the impact of their work on policy, practice and public affairs. Given advice and support, the less active societies can follow their lead.

- (d) **The AcSS and learned societies need to promote a distinctive contribution to knowledge transfer and public engagement work, to differentiate their contributions from those of, for example, individual researchers, universities or the Research Councils.**

This means focusing selectively on issues where a clear, single or multi-disciplinary contribution can be made that draws on the full breadth of relevant academic research, gains strength from the independence of the AcSS and the learned societies, and is enhanced by (and further enhances) the reputation of the discipline or disciplines.

- (e) **Cross-disciplinary approaches are often essential to respond effectively to many policy, practice and public agendas.**

Some of the learned societies have a broadly-based subject focus, within which they can accommodate several areas of specialist expertise; others have a focus that is specific and more exclusive. Most issues, to which social science can contribute, transcend disciplinary boundaries and require the societies to work together in response.

(f) Partnerships with non-academic organisations increase the impact of learned societies' knowledge transfer and public engagement work.

Dialogue between researchers and those who can use their knowledge and expertise is a powerful force: in identifying the opportunities for research to contribute to policy, practice and public affairs; in finding effective ways of making that contribution; and, not least, in promoting the wider influence of and support for the discipline.

36. The project has found that there is considerable potential for the Academy of Social Sciences and the learned societies to do much more to promote the knowledge transfer and public engagement agenda, much of it in partnership with the ESRC. For example, the AcSS and some learned societies have contacts with some groups of users or practitioners that the ESRC does not have itself. The AcSS, and through it the learned societies, offer a means to assist in changing the culture, thinking, approach, and capacity, to enhance knowledge transfer and public engagement. The Academy of Social Sciences offers a distinctive and essential conduit to reach many researchers and is seeking resources to enable it to develop this dimension of its work. In this context, the study has produced three main strategic findings, several further, more specific, findings, and three sets of recommendations for change, for the learned societies, the AcSS and the ESRC.
37. In this context, the research project draws the following three main conclusions:
- (a) **The AcSS, ESRC and learned societies should work together to develop a clear and practical agenda in the areas of knowledge transfer and public engagement to support and inform their closer collaboration and partnership;**
 - (b) **For the ESRC to engage with the AcSS and learned societies in the areas of knowledge transfer and public engagement, the AcSS and learned societies will need to add value to the ESRC's activities.**
 - (c) **The AcSS should actively promote to the ESRC and to the learned societies the ways in which it is able to add significant value, whether as an intermediary between the ESRC and individual learned societies, or between learned societies and their audiences.**

Recommendations

Building on these findings and conclusions, this report includes a number of recommendations. These are presented as recommendations to, respectively, the learned societies, the AcSS and the ESRC. They comprise a package in which there are important interdependencies between the three.

A. Learned societies

A1 Each learned society should formally consider whether it wishes to strengthen its commitment to knowledge exchange and/or public engagement work or, where already committed, widen the range and reach of their activities.

All societies might consider whether such activities are now an essential element in securing and maintaining public support for their disciplines and, more specifically, whether the new tougher ‘public benefit’ test for charities will be more readily met through such activities.

A2 Each society should consider the appropriateness of activities in the following five categories:

- **opening themselves to dialogue between researchers and practitioners** – through, for example, more practice-oriented publications and events; bringing practitioners into membership; establishing practice-oriented subject groups; extending invitations to key practitioners to ceremonies and receptions; and, more generally, going out into the practitioner’s world – for example, by contributing to their events and publications – rather than expecting them to come into the academic world.
- **responding to policy, practice or public agendas** – through keeping an eye out for inquiries, reviews and consultations to which their disciplinary knowledge, perspective or methods are relevant; contributing submissions and responses to them; publishing reports and organising events on topical subjects; issuing press releases, writing for the press and practitioner journals; responding positively to media overtures.
- **working jointly with non-academic practitioners** – organising joint events and publications with non-academic organisations; forming alliances to campaign on matters of joint interest; producing research summaries and reviews for practitioner use.
- **engaging with the public** – promoting dialogue with different groups and greater understanding of their discipline’s knowledge, perspective or methods and their relevance and value; facilitating discussion and exchange with members of the public and greater awareness of their work through popular publications, DVDs, exhibitions and talks.
- **making their expertise more widely available** – through directories of experts, phone or online inquiry services, advertised contact points for outside inquiries and, above all, a readiness to help.

A3 A society should create organisational responsibilities to drive such activities forward.

This would include a lead executive committee member, staff support, advisers, and a cadre of society members willing to participate in the work; all within an agreed annual programme of activity which is monitored and evaluated to learn from experience.

A4 Each society should exploit all available resources to achieve these goals.

These include annual income, journal profits, fees and charges, project funding, sponsorship, volunteer effort and contributions in kind.

B. Academy of Social Sciences

B1 The Academy of Social Sciences should act in partnership with the ESRC in pursuit of the latter's strategic objectives for knowledge transfer and public engagement.

It is of course important that the AcSS maintains its independence as a partner not an agent of the ESRC – and vice versa.

B2 The AcSS should adopt a three-fold programme of action:

- **promoting the contribution of social science to public affairs** – through active relations with both print and broadcast media; an annual programme of events and publications; lobbying and campaigning.
- **supporting its member learned societies' knowledge transfer and public engagement work:**
 - *providing a current awareness service* on changing policy, practice and public agendas;
 - *offering advice on good practice* that might include the case studies prepared in this project; the AcSS could also draw on ESRC expertise and toolkits;
 - *commissioning training* on such skills as contract and project management, active engagement participation, media relations, publicity and campaigning, communication (print, oral and web), event management, securing project funding and sponsorship, producing policy submissions and responses, running expert directories and inquiry services (in all cases drawing on the practical experience of some of the societies);
 - *maintaining a directory of recommended freelances* to undertake work for societies.
- **organising cross-disciplinary responses to policy, practice or public agendas** – by identifying suitable topics, scoping a response, recruiting a leading person, bringing together contributors from societies and outside, providing analytical and administrative support for discussions, drafting papers, publishing and publicising them. The AcSS is potentially well placed to forge such linkages and take the lead in interdisciplinary knowledge transfer and public engagement activities.

B3 The Academy should create organisational responsibilities to drive such activities forward.

This would include a lead executive committee member, staff support, advisers and a cadre of willing Academicians; all within an agreed annual programme of activity which is monitored and evaluated to learn from experience.

B4 The Academy should exploit all available resources to achieve these goals.

These include annual income, journal profits, fees and charges, project funding, sponsorship, volunteers' efforts and contributions in kind. The AcSS might seek funding from a variety of sources, including the ESRC, to create the capacity to support knowledge transfer and public engagement work by the learned societies in the ways recommended in B2 (second bullet point) above.

C. Economic and Social Research Council

C1 The ESRC should act in partnership with the AcSS in pursuit of its strategic objectives for knowledge transfer and public engagement along with other stakeholders.

The ESRC should pro-actively seek opportunities to collaborate with the AcSS on issues of mutual interest, especially where their contributions can be complementary. There are various ways in which such a partnership could be of particular benefit. For example:

- The AcSS could contribute to science responses to policy, practice or public agendas (as recommended in B2 third bullet point) by working with its member learned societies.
- The AcSS could assist in facilitating contacts with non-academic, practitioner communities, with which its member societies have close connections, and through its network of Academicians, which includes a variety of eminent people who are drawn from non-academic organisations.
- The AcSS could collaborate with the ESRC in offering a variety of training for learned societies and researchers that would assist with KT and PE activities (as recommended in B2 second bullet point).

C2 To help the AcSS and the learned societies to enhance their programmes of activities, the ESRC should actively promote what professional and financial support it can provide.

Particularly appropriate are the Council's research seminars scheme, the annual Festival of Social Sciences programme, communication and knowledge transfer training as well as individual research project funding.

C3 The ESRC should provide encouragement and advice to learned societies on knowledge transfer and public engagement work, making use of the AcSS, as appropriate, as a conduit or channel to reach them in the most effective way.

To this end the AcSS and the individual learned societies would each benefit from a more clearly defined relationship with the ESRC, tailored to the remit and characteristics of individual societies.

D. Next steps

Putting these recommendations into effect requires concerted action by the AcSS, its learned societies and the ESRC. The ESRC and the AcSS have already agreed to organise a workshop to discuss the findings and recommendations in this report, and a conference to help create networking opportunities for learned societies, in the summer of 2008.

D1 After the conference, the AcSS should encourage all its member learned societies to consider formally whether and how to strengthen their commitment to knowledge exchange and public engagement.

While respecting the autonomy of the learned societies, the AcSS should act positively to encourage such a commitment and to support new undertakings to develop knowledge transfer and public engagement – this could require the AcSS to offer a speaker for meetings of each learned society.

D2 The AcSS and ESRC should reflect on the recommendations in light of the June 2008 workshop (see above) and establish their response. The Academy and Research Council should meet to review progress made by mid-2009 and plan the implementation of the recommendations where these are agreed.

Annex A

Members of the Project Steering Group

| | |
|--------------------------|--|
| Professor John Benyon | <i>(Chair) Chair of the College of Learned Societies of the Academy; Political Studies Association</i> |
| Mr Mark Beatson | <i>Department for Innovation, Universities and Skills (ESRC nominee)</i> |
| Mr Jonathan Breckon | <i>Royal Geographical Society with Institute of British Geographers</i> |
| Dr Karin Dannehl | <i>Economic History Society</i> |
| Professor Miriam David | <i>Chair of Council, Academy of Social Sciences</i> |
| Dr David Guy | <i>ESRC – Head of Knowledge Transfer</i> |
| Ms Melanie Knetsch | <i>ESRC – Science in Society</i> |
| Professor Roger Levy | <i>University Association for Contemporary European Studies</i> |
| Professor Annabelle Mark | <i>Society for Study in Organising Healthcare: SHOC</i> |
| Dr Ann Millar | <i>Scottish Funding Council (ESRC nominee)</i> |
| Ms Victoria Morrisroe | <i>ESRC – Knowledge Transfer</i> |
| Ms Helen Perkins | <i>Society for Research in Higher Education</i> |
| Ms Ceridwen Roberts | <i>Social Research Association</i> |
| Professor Richard Topf | <i>Political Studies Association</i> |

In attendance

| | |
|-------------------------|--|
| Dr Caroline Bucklow | <i>Executive Director, Academy of Social Sciences (until October 2007)</i> |
| Dr Ellie Johnson Searle | <i>Executive Director, Academy of Social Sciences (from October 2007 until April 2008)</i> |
| Mr William Solesbury | <i>Project Consultant, William Solesbury and Associates</i> |
| Dr Ruth Levitt | <i>Project Consultant, William Solesbury and Associates</i> |

Annex B

Project Meetings and Milestones

| | |
|-------------------|--|
| 8 August 2007 | Appointment of Research Consultants |
| 20 September 2007 | First Project Steering Group Meeting |
| 2 October 2007 | Conference and workshop – introduction of project; discussion of knowledge transfer and public engagement activities; six case studies presented; discussion of key issues |
| 8 October 2007 | AcSS Executive Committee – report and discussion |
| 8 October 2007 | AcSS Council meeting – report on conference and workshop and detailed discussion on phase I of the research |
| 5 November 2007 | AcSS College of Learned Societies meeting – report on progress of project and discussion of Phase I workshop; discussion of emerging issues and the next steps |
| 16 November 2007 | AcSS Executive Committee – report on progress of the project |
| 28 November 2007 | Second Project Steering Group Meeting |
| 10 December 2007 | AcSS Executive Committee – report on emerging issues and next phase of the project |
| 23 January 2008 | AcSS Executive Committee – presentation by the project consultants on progress and discussion of next steps |
| 30 January 2008 | AcSS Council meeting – discussion on how project was developing and changes to original plan |
| 5 February 2008 | Third Project Steering Group Meeting |
| 5 February 2008 | AcSS College of Learned Societies meeting – detailed discussion on report from project consultants about progress on Phases II and III of the research |
| 11 March 2008 | Fourth Project Steering Group Meeting – detailed discussion of draft final report (first version); discussion of conference to receive and evaluate report and the way forward |

| | |
|----------------|--|
| 12 March 2008 | AcSS Executive Committee – report on progress |
| 14 March 2008 | Draft final report (second version) sent to all learned societies, ESRC and others for comments |
| 9 April 2008 | AcSS Officers’ Handover meeting – report on project progress and discussion of final dissemination conference |
| 10 April 2008 | Final date for receipt of comments on draft final report |
| 19 April 2008 | Detailed comments sent to project consultants |
| 5 May 2008 | Final report (version 1) received from consultants |
| 15 May 2008 | AcSS Council meeting – receipt of final report (v1), discussion and approval; consideration of KT/PE conference and way forward |
| 3 June 2008 | Annual College Meeting of AcSS College of Learned Societies – final report (v2) received and considered; assessment of findings and recommendations; discussion of way forward |
| 16 June 2008 | Final report (version 5), edited by AcSS, submitted to ESRC |
| 26 June 2008 | Conference and workshop on final report (v2) to consider findings and recommendations and their implementation; presentations on KT and PE activities; discussions with users |
| 9 October 2008 | Fifth Project Steering Group Meeting – building on the project and developing effective ways forward on knowledge transfer and public engagement |

Annex C

Study methods

Report by the research consultants on the project and the methods used.

| Phase | Task | Methods |
|------------------------|---------------------------------|---|
| 1: Fact finding | Workshop with learned societies | The workshop was held on 2 October to introduce the project and identify issues. AcSS sent the invitations. 11 learned societies, plus the AcSS attended (see Annex D). |
| | Profiles of learned societies | <ol style="list-style-type: none"> 1. Drafting of profiles of each of the AcSS's member societies by the AcSS office, drawing on printed publications they had to hand and the society's website, within a template that we had prepared and which was discussed at the first Steering Committee meeting in September. 2. Each society contacted to seek their comments on and revisions to the draft profiles. Amendments and additions have been provided by most of the societies subsequently. 3. Request for nomination of someone from the society for interview. 4. Phone interviews followed with 25 of the member societies (78% response rate), covering three broad topics: (i) the rationale for and influences on the approach to knowledge transfer/public engagement activities; (ii) the success or otherwise of past activity; (iii) how future knowledge transfer/public engagement activity might be enhanced. The topics were notified to the interviewees in advance; in some cases this enabled the |

(continued)

| Phase | Task | Methods |
|---|--|--|
| 2: Exploring demand | <p>We were also asked to investigate the knowledge transfer and public engagement work of other learned societies in the social sciences who are not members of AcSS but whose experience might be instructive.</p> | <p>interviewee to consult colleagues on the topics before the interview. In some cases too the interviews were conference calls with more than one society representative.</p> <p>The AcSS provided us with a list of possible candidates. We examined information on their websites and concluded that these additional sources do not substantially widen the range of experience already demonstrated by the AcSS member societies.</p> |
| | <p>Phase 1 Report to Steering Committee (November 2007)</p> | <p>Reported</p> <ul style="list-style-type: none"> (a) learned societies' profiles (b) typology of learned societies' activities (c) learned societies' capability analysis |
| | <p>Interviews</p> | <p>20 individuals were approached for interviews in the categories of Research funders (2), Media (3), Government (4), Parliament (3), Third Sector (2), Business (3) and Think tanks/lobbyists (3). With chasing, a total of 9 agreed to be interviewed. The questions were sent to them in advance.</p> |
| | <p>Case studies</p> | <p>Information was collected on 10 distinct case studies of knowledge transfer and public engagement.</p> |
| <p>Phase 2 Report to Steering Committee (February 2007)</p> | <p>Reported</p> <ul style="list-style-type: none"> (a) results of the interviews (b) learned societies' strengths and weaknesses analysis (c) proposed outline for the final report | |

(continued)

| Phase | Task | Methods |
|---|---|---|
| 3: Conclusions and Recommendations | Phase 3 Report to the Steering Committee (March 2008) | Included (a) Draft case study texts (b) Draft final report Consultation arrangements with learned societies on draft final report agreed AcSS sent draft final report to learned societies and coordinated comments from learned societies and AcSS |
| | Final Report | Submitted to AcSS on 5 May 2008 |

Annex D

Summary of the Conference held on 2 October 2007

The workshop was chaired by Carol Riddington of the Social Research Association. It began with a welcome from Professor Miriam David, Chair of the Council of the Academy. Professor John Benyon, Chair of the College of Learned Societies, then made a presentation on the forthcoming project, why there was a need for it and listed some examples of KT and PE activities.

The project consultants, William Solesbury and Ruth Levitt, then outlined the project methodology and schedule. The afternoon consisted of presentations of case studies exemplifying knowledge transfer and public engagement activities undertaken by learned societies and other organisations:

- *Royal Geographical Society (with IGB)*: Jonathan Breckon, Head of Policy and Public Affairs, spoke on Schools' Geography.
- *British Psychological Society*: Douglas Brown, Head of Public Relations, spoke on Media Relations.
- *Regional Studies Association*: Dr Pip Tucker, Devon County Council, spoke on the RSA/DTI Seminar Series on Regional Disparities 2003 – 05.
- *Political Studies Association*: Professor John Benyon, Treasurer of the PSA, spoke about the PSA Annual Awards.
- *Foundation for Science and Technology*: Sir Geoffrey Chipperfield, member of the FST Council, spoke about the FST Dinner Discussions.
- *Wellcome Trust*: Dr Daniel Glaser, Head of Special Projects, spoke about Scientific Engagement Initiatives.

Those present included the following:

| | |
|-----------------------|--|
| Professor John Benyon | <i>Political Studies Association and Chair of the College of Learned Societies of the Academy of Social Sciences</i> |
| Jonathon Breckon | <i>Policy and Public Affairs, Royal Geographical Society-IBG</i> |
| Douglas Brown | <i>British Psychological Society</i> |
| Dr Caroline Bucklow | <i>Executive Secretary, AcSS</i> |

| | |
|---------------------------|--|
| Professor John Burgoyne | <i>British Academy of Management</i> |
| Sir Geoffrey Chipperfield | <i>Council of the Foundation for Science and Technology</i> |
| Jenny Crawford | <i>Royal Town Planning Institute</i> |
| Karin Dannehl | <i>Economic History Society</i> |
| Professor Miriam David | <i>Chair of Council, Academy of Social Sciences</i> |
| Andrew Garrett | <i>Royal Statistical Society</i> |
| Dr Daniel Glaser | <i>Special Projects in Public Engagement, Wellcome Trust</i> |
| Gill Clisham | <i>National Institute of Economic and Social Research</i> |
| Dr Jeremy Hoad | <i>British Educational Research Association</i> |
| Melanie Knetsch | <i>Science in Society, ESRC</i> |
| Professor Colin Knox | <i>United Kingdom Evaluation Society</i> |
| Professor Andrew Massey | <i>Joint University Council</i> |
| Dr Ann Millar | <i>Scottish Funding Council</i> |
| Lisa Morrison-Coulthard | <i>British Psychological Society</i> |
| Dr David Pearson | <i>British Psychological Society</i> |
| Helen Perkins | <i>Society for Research in Higher Education</i> |
| Jeremy Phillipson | <i>Centre for Rural Economy</i> |
| Professor Richard Topf | <i>Political Studies Association</i> |
| Carol Riddington | <i>Social Research Association</i> |
| Helen Simons | <i>Immediate Past President, UK Evaluation Society</i> |
| Dr Pip Tucker | <i>Regional Studies Association</i> |
| William Solesbury | <i>Project Consultant</i> |
| Dr Ruth Levitt | <i>Project Consultant</i> |

Annex E

Learned Societies in Membership of the Academy

| | |
|---|---------|
| Association for Tourism in Higher Education | ATHE |
| Association of Family Therapy | AFT |
| Association of Social Anthropologists | ASA |
| British Academy of Management | BAM |
| British Association for American Studies | BAAS |
| British Association of International & Comparative Education | BAICE |
| British Association for Slavonic & East European Studies | BASEES |
| British Association of Applied Linguistics | BAAL |
| British Educational Research Association | BERA |
| British Psychological Society | BPS |
| British Society of Criminology | BSC |
| British Society of Gerontology | BSG |
| British Sociological Association | BSA |
| Economic History Society | EHS |
| Feminist & Women's Studies Association | FWSA |
| Gender and Education Association | GEA |
| Housing Studies Association | HSA |
| Joint University Council | JUC |
| Leisure Studies Association | LSA |
| Media, Communications & Cultural Studies Assoc. | MECCSA |
| Political Studies Association | PSA |
| Regional Studies Association | RSA |
| Royal Geographical Society – Institute of British Geographers | RGS-IBG |
| Royal Statistical Society | RSS |
| Royal Town Planning Institute | RTPI |
| Society of Legal Scholars | SLS |
| Social Policy Association | SPA |
| Social Research Association | SRA |
| Social Services Research Group | SSRG |
| Society for Research in Higher Education | SRHE |
| Society for Studies in Organising for Healthcare | SHOC |
| Socio-Legal Studies Association | SLSA |
| University Association for Contemporary European Studies | UACES |
| UK Evaluation Society | UKES |

Annex F

Case Studies of Learned Society Activities

The following ten case studies exemplify the range of knowledge exchange and public engagement activities presently undertaken by learned societies.

Journals

Royal Statistical Society

Professional user reviews

British Education Research Association

Annual conference

United Kingdom Evaluation Society

Public event

Academy of Social Sciences

Annual awards

Political Studies Association of the United Kingdom

Resources for schools

Economic History Society

World of Sociology DVD

British Sociological Association

Directory of experts

University Association for Contemporary European Studies

Consultations on public policy

British Psychological Society

Media relations

Royal Geographical Society-Institute of British Geographers

Journals

Royal Statistical Society

Brief description

The *Journal of the Royal Statistical Society* is published in three series:

1. *Statistics in Society* (Series A) publishes papers that demonstrate how statistical thinking, design and analyses play a vital role in all walks of life and benefit society in general. There is no restriction on subject matter. The journal includes material that is of interest to both specialist and non-specialist readers.
2. *Statistical Methodology* (Series B) publishes work at the leading edge of methodological development, with a strong emphasis on relevance to statistical practice.
3. *Applied Statistics* (Series C) is for statisticians both inside and outside the academic world. Papers deal with novel solutions to real life statistical problems by adapting or developing methodology, or by demonstrating the proper application of new or existing statistical methods to them, through case-studies of statistical analyses in practice.

Origins and objectives

All three series are long established. Each publishes contributed papers as well as papers (with discussion) which have been read at meetings of the Society. The series are designed to publish peer-reviewed papers which cover the range of statistical areas and levels of complexity for both academics and practitioners.

Location and dates

The journals are available 'on-line only', premium rate (print plus on-line access back to 1997) and standard rate (print plus limited on-line access.) Full members of the Society receive one series of the journal as part of their basic membership and have on-line access to their chosen series via the 'My publications' page in the 'My RSS' members' enclosure. The complete contents of all series of the journal (excluding the last four years and the current year) are available to institutions which subscribe to the JSTOR journal archive. Single articles from all volumes since 1997 can be bought and delivered on line via Wiley-Blackwell.

Organisation and resources

Each journal has two (unpaid) Joint Editors and an Editorial panel of about 20, drawn from international experts, mainly in universities. The Executive Editor (full-time) and Editorial Assistant (part-time) are based at the RSS office in London. The Society receives income from subscriptions to its journals. The RSS has had

agreements with Wiley-Blackwell since 1990 to cover the production, marketing and distribution of the journals. The RSS receives a guaranteed contribution from Wiley-Blackwell plus a share of any surplus. In 2007 it received £504,000.

Outcomes and benefits

Circulation (2007):

| Series | A | B | C |
|---|------|------|------|
| Number of users (libraries, organisations, some individual members) | 5168 | 5361 | 5276 |
| Print copies to RSS Fellows | 3836 | 1659 | 2511 |
| Issues per year | 4 | 5 | 5 |
| Current volume number | 171 | 70 | 57 |

Contact for further details

Martin Owen, Executive Editor

Email: journal@rss.org.uk;

Tel: 020 7638 8998

Web: www.rss.org.uk

Professional user reviews

British Educational Research Association

Brief description

The professional user reviews are booklets which provide a short, readable synthesis of trustworthy research findings to inform education practitioners.

Origins and objectives

In its 2007 Strategic Plan the British Educational Research Association (BERA) stated its ambition ‘to increase the understanding and application of education research’. In pursuit of this it has over recent years published a number of research reviews of two types: academic reviews for academics and students and professional user reviews for practitioners such as teachers and policy makers. The aim of a professional user review is to inform critically the thinking of practitioners about current, reliable research on a particular topic and to stimulate discussion and use of the research in education practice.

Location and dates

So far seven reviews have been published:

1. How do we teach children to be numerate?
2. How do we learn to become good citizens?
3. How is music learning celebrated and developed?
4. What do we know about teaching young children?
5. Does ICT improve learning and teaching in schools?
6. Connecting research and practice: Education for sustainable development
7. Connecting policy and practice: Research in Geography Education

Mode and format

Each review is brief – usually between 20 and 30 pages in length. The format is attractive and the style accessible to lay readers. The text is commonly structured around the main themes in the topic, there is a clear contents list, frequently boxes with key messages from the research and their implications for practitioners, and references and information sources are given. Downloadable PDF versions are available from the BERA website (www.bera.ac.uk), as well as priced printed copies from the BERA office (when available).

Organisation and resources

Sometimes the professional user review has arisen from a prior academic review of research, sometimes from discussion within one of BERA's Special Interest Groups. Inclusion of research in the review is based on two criteria: research quality and usefulness to practitioners. A general framework exists within which the authors work, with support from the BERA office. Reviews have taken between a few months and two years to produce. The production of the reviews and final editorial control is with the Chair of BERA's Publications Committee.

Generally the costs of production have been covered by BERA itself. But some reviews have been part-funded by other partner organisations with a shared interest in the topic. Initially the reviews were on sale in print form for £4 but became downloadable free from the BERA website after 6 months.

Outcomes and benefits

No sales or download data are available.

Contact for further details

BERA Administrator

Email admin@bera.ac.uk

Tel: 01625 504062

Web: www.bera.ac.uk

Annual conference

UK Evaluation Society

Brief description

The Society organises an annual conference the participants in which include academics and non-academics.

Origins and objectives

The UK Evaluation Society (UKES) builds bridges between the various groups and communities involved in evaluation, providing a forum to consider differences and similarities in the problems they face – intellectual, ethical and professional standards, principles and practices; theory and practice; methods and utilisation of evaluation; education, training and professional development; the need to represent the interests of those concerned with evaluation to governments and other bodies in the UK and internationally. The annual conference is one strand of activity to deliver UKES objectives: to advance public knowledge and debate about evaluation; to provide training and professional development; to promote and improve the methodological basis for evaluating programmes, policies and institutions and the political, ethical use of evaluation findings.

Location and dates

The conference takes place annually in one of the major cities of the UK, in the past London, Manchester, Bristol, Glasgow, Belfast, and Cardiff. It is normally held in December, though in October in 2006 (a joint event with the European Evaluation Society) and in 2008.

Mode and format

The conference usually lasts two days with plenary sessions, paper presentations, symposiums, and workshops and pre-conference training and development workshops.

Organisation and resources

There is a conference organising committee and conference theme convenors. Conference administration is subcontracted to independent consultant Professional

Briefings, who also manages other office administration functions for UKES. The 2007 conference cost £71,000. Fee income was £74,700, sponsorship income £10,000, and other income £3,525; it yielded a net surplus for UKES of £17,000. Sponsorship opportunities include logo on conference materials, promotional materials and delegate packs; exhibition spaces and product selling; display advertisement in conference booklet; banner in conference venue; drinks reception; article about sponsor in UKES journal. An online leaflet for potential sponsors gives details of audience affiliations and range of packages from £2000 to £200.

Outcomes and benefits

In 2007 about 250 people (both UKES members and non-members) attended the conference. It also provides an opportunity for future publications of presented papers, either in the Society's in-house bulletin, *The Evaluator*, or the journal *Evaluation*.

Contact for further details

UK Evaluation Society, 37 Star Street, Ware, Hertfordshire, SG12 7AA

Email: ukes@profbriefings.co.uk

Tel: 01920 462411

Web: www.evaluation.org.uk

Public event

Academy of Social Sciences

Brief description

This was a public symposium exploring the possible economic and social impact of the London 2012 Olympic Games, with expert speakers from several social science disciplines and East London MP Stephen Timms.

Origins and objectives

The event was the AcSS's contribution to the ESRC Festival of Social Science 2008. Its objective was to bring the social sciences to bear on a matter of public interest and relevance.

Location and dates

The event took place at the British Library, Euston Road, St Pancras, London on 14 March 2008 from 2.30 – 6.30 pm

Mode and format

The event consisted of presentations by the speakers followed by questions and discussion.

Organisation and resources

The event was organised by Professor Michael Rustin, Professor of Sociology at the University of East London, in collaboration with the AcSS Events Committee (chair: Professor John Urry). A similar event (on evolution and the social sciences) was organised in 2007, a collaboration between Bath University and AcSS. The ESRC contributed £1000, while the University of East London contributed £750. The event covered its costs.

Outcomes and benefits

Between 80 and 90 people attended, with the invitation list created in conjunction with ESRC and UEL lists. The event was held in a public venue in the British Library enabling the organisers to bring together members of the public, many with

knowledge of the topic, and academics. Attendees included local members of the public and academics interested in regeneration and town planning. The event was reported on Stephen Timms' and the UEL's websites, and the papers are being published in the AcSS's journal *21st Century Society* in the autumn of 2008.

The event enabled a deeper level of analysis than most discussions on the Olympics as it provided an opportunity for conceptualisation and worthwhile exchange between political, academic and citizen viewpoints.

Contact for further details

Professor Michael Rustin

Email: M.J.Rustin@uel.ac.uk

Tel: 0208 223 2773

Professor John Urry

Email: j.urry@lancaster.ac.uk

Tel: 01524 594179

Web: www.acss.org.uk

Annual Awards

Political Studies Association

Brief description

Each year the Political Studies Association of the United Kingdom (PSA) confers a number of awards on academics, journalists, politicians and commentators who have enhanced public policy and debate.

Origins and objectives

The PSA's mission is to develop and promote the study of politics. Membership is open to everyone interested in the study and practice of politics. The awards ceremony originated in 2000, as part of the celebrations of the Association's 50th Jubilee year. Their objectives are to celebrate achievements that enhance the quality of political life and increase understanding of politics; to raise the profile and standing of political studies; to promote the study of politics at all levels; and to increase engagement with different communities.

Location and dates

The awards are presented annually in late November at a lunch in London usually held at the Institute of Directors in Pall Mall.

Mode and format

The categories for the annual awards may vary but for 2008 are:

Lifetime Contribution to Political Studies (Sir Isaiah Berlin Prize)

Influencing the political agenda

Politician of the year

Special recognition award(s) for contribution to political studies

Political publication of the year

Political broadcaster or programme of the year (radio or television)

Best political satire

Political Studies Communication award

Lifetime Achievement in Politics

Political journalist of the year

Parliamentarian of the year

In any year there may be no award or more than one award in each category. An awards brochure is published on each year's awards with brief biographies of the recipients and a 'citation' by the award judges. It can be downloaded from the PSA website.

Organisation and resources

The awards are decided by a jury of 8 – 10 members, recruited each year with a mix of academics, politicians and journalists, under the Chair of the PSA's Awards Committee. It is selected in March, meets once in June to make its decisions, based on nominations received from PSA members as well as the judges' own nominations. The PSA office provides support. Detailed organisation of the awards event is contracted out. The ceremony is professionally hosted – in recent years by the journalist and Radio 4 presenter James Naughtie.

In recent years the annual budget for the event has been around £25,000. Most if not all of this is covered by sponsorship – in 2007 main sponsors were the Economic and Social Research Council, Wiley-Blackwell (the publishers of the PSA's journals), and the Hansard Society.

Outcomes and benefits

The event is popular and well-attended by about 170 people – a mix of PSA members, PSA guests, sponsors and their guests, and award winners' partners. It secures good media coverage because of the prominence of many of the award recipients. It also strengthens the awareness and reputation of the PSA in the policy, political and media communities.

Contact for further details

Jack Arthurs,
Executive Director, Political Studies Association

Email: psa@ncl.ac.uk

Tel: 0191 222 8021

Web: www.psa.ac.uk

Resources for schools

Economic History Society

Brief description

The Economic History Society (EHS) produces ReFRESH pamphlets/E-ReFRESH on-line resources for schools. ReFRESH stands for Recent Findings of Research in Economic and Social History – articles on topics relevant to the school curriculum.

Origins and objectives

One of EHS's objectives is 'to establish closer relations between students and teachers of economic and social history.' The series was designed to help school history teachers keep abreast of current thinking, particularly at a time when the subject was being, and continues to be, 'squeezed' in the national curriculum.

Location and dates

Thirty issues of ReFRESH pamphlets appeared between 1985–2001 on topics such as the Domesday Book, the modern hospital in history, Women's work and the Industrial Revolution, and De-industrialisation. A new online E-ReFRESH series has been started with a paper by Professor Pat Hudson on The Industrial Economy: change and opportunity in economy and society of Britain, c.1750–c.1830.

Mode and format

The original pamphlets were available in print form and on subscription. They are now produced on-line and are available to be downloaded from the EHS website www.ehs.org.uk/society/publications.asp. Each article is by a named author, has a brief summary, runs to no more than 10 pages and contains illustrations.

Organisation and resources

Articles originated from offers by EHS members. Editorial processes for the new series are under development. The authors are unpaid but production costs are covered by the EHS.

Outcomes and benefits

The articles receive between 5 and 500 hits a month on the EHS website.

Contact for further details

Email: ehsoc@arts.gla.ac.uk

Web: www.ehs.org.uk

World of Sociology DVD

British Sociological Association

Brief description

The British Sociological Association (BSA) has produced a DVD on the nature of sociology, its attraction to students and the career options for sociologists.

Origins and objectives

The BSA seeks *inter alia* 'to promote the identity of the discipline and its practitioners/scholars.' A promotional DVD was produced in the late 1980s by the Scottish Branch of the BSA which was concerned at the lack of knowledge of the subject among prospective FE and HE students. They later produced a completely new edition, less focused on the needs of Scottish students. The DVDs proved popular, both in the UK and abroad, each selling 500 copies. As a result, the BSA decided to produce a new edition. The DVD is designed to introduce students to sociology and is intended for use by careers advisers, teachers and lecturers on introductory sociology courses.

Location and dates

The DVD was launched at the annual BSA conference in the spring of 2006. It retails for £19.99 but individuals may order one free copy.

Mode and format

The DVD runs for 31 minutes. It is divided into four sections to be used individually or as a whole – *The World of Sociology*, *Studying Sociology* (the variety of ways it is taught in schools, colleges and universities), *Sociology in Society* (about the relationship of sociology to society) and *Living Sociology* (about the wide variety of things former sociology students end up doing). It includes interviews with leading international sociologists, with sociology students and with sociology graduates now working in the law, the media and government.

Organisation and resources

The DVD production team was jointly led by Paul Littlewood, formerly of Glasgow University and of the Scottish Branch of the BSA, and Tony Grace, formerly of

the Glasgow-based video production company, *Life's Rich Tapestry*. It was funded by the BSA with the surplus from the sales of the earlier videos.

Outcomes and benefits

With very little active marketing about 130 copies were sold in the first two years. A more active marketing approach is to be adopted in 2008 whereby sixth-forms and colleges nationwide will be contacted with the aim of promoting the World of Sociology DVD to 'A' level students and potential undergraduates.

Contact for further details

More information about the design and making of the DVD can be obtained from the producers, Paul Littlewood (littlewood.paul@googlemail.com), and Tony Grace (anthony.grace@naims.co.uk).

Copies of the DVD are available from the BSA, Palatine House, Belmont Business Park, Belmont, Durham, DH1 1TW

Email: enquiries@britsoc.org.uk

Tel: 0191 383 0839

Web: www.britsoc.co.uk

Directory of experts

University Association for Contemporary European Studies

Brief description

The University Association for Contemporary European Studies (UACES) maintains www.ExpertOnEurope.com which is a searchable, online database, provided as a free resource for those looking for an expert on Europe.

Origins and objectives

The database is designed to make the expertise of UACES members available to a wider audience.

Location and dates

The database is online.

Mode and format

The database currently holds about 360 names. The people who appear on the website are all members of UACES, and are entitled to be included in the directory as a benefit of membership. About one third of the UACES membership is currently included on the website. During 2008, members of EUSA (European Union Studies Association, USA) are being invited to join the directory.

Searches present a summary and full profile of each expert found. They can be contacted directly via a form on the website. The experts are in two categories: those available for their colleagues to contact them and those who are also happy to be contacted by the media. The search can use a simple keyword, or browse the list of research interests or use more advanced filters.

Organisation and resources

The website is owned and maintained by UACES. A full-time administrator in the UACES office spends 20 minutes per day on average emailing new members inviting them to submit their profiles and approving the profiles for putting on the website. Of the circa 100 new members joining per annum, about 75% respond to the invitation and send in their profile very soon after joining. Existing members are comparatively

harder to recruit to the website, either because they are already too busy or are not seeking further contact opportunities.

To set the service up initially cost UACES £15,000 for software and the services of a web designer. Running costs are now approximately £300 per quarter for web hosting.

Outcomes and benefits

Anecdotally the UACES office hears that experts are contacted for advice, particularly those whose areas of expertise have wider scope. UACES has not yet formally evaluated the website.

Contact for further details

Mrs Sue Davis, UACES, School of Public Policy, University College London,
29-30 Tavistock Square, London WC1H 9QU

Email: sedavis@uaces.org

Tel: 020 7679 4988

Web: www.uaces.org

Consultations on public policy

British Psychological Society

Brief description

The British Psychological Society (BPS) produces annually 120 – 150 contributions to external consultations by government and other organisations.

Origins and objectives

The BPS, in its Strategic Plan, has a number of objectives, including improving the proactive dissemination of psychological science into practice and providing relevant psychological expertise, based on evidence, on social and political issues. The Policy Support Unit, that organises this work, was established in March 2005.

Location and dates

The work is an ongoing responsibility at BPS's Leicester office.

Mode and format

Policy Unit Staff monitor the consultations and reviews that may merit a BPS contribution. They make recommendations to all Board and Committee Chairs and to society members who have previously registered an interest in certain topics. They also advertise the opportunities more widely on the website, and invite responses and offers to contribute within a two week deadline. Given a positive response a member is invited to take the lead in preparing a draft document by a given date. Guidance for such work is on the website – at www.bps.org.uk/consult. The Policy Support Unit provides help to authors, manages the whole process within a timetable and sub-edits the drafts to achieve quality and consistency. Final texts are approved by the appropriate Board Chair.

Organisation and resources

The Policy Support Unit is a distinct part of the society's organisation with its own staff, working alongside the Parliamentary Officer and the Press/Media/Public Relations Unit. It has 2 part-time staff, totalling 6 days per week effort, reporting to the Chief Executive. Their work is overseen by the Parliamentary and Policy Group under the Publications and Communications Board.

Outcomes and benefits

The Unit checks on the outcomes of the reviews and inquiries to which BPS has contributed to assess its impact. It believes that it is often influential in shaping policy decisions. Its contributions also raise the society's profile and enhance its role as a chosen consultee.

Contact for further details

Email: psu@bps.org.uk

Tel: 0116 254 9568

Web: www.bps.org.uk

Media relations

Royal Geographical Society with the Institute of British Geographers

Brief description

The Royal Geographical Society with the Institute of British Geographers (RGS–IBG) maintains a proactive stance towards media coverage of geography and associated issues – see [http://www.rgs.org/PressRoom/Press + room.htm](http://www.rgs.org/PressRoom/Press+room.htm).

Origins and objectives

The role of the press room is to promote the work of the RGS-IBG and the importance of geography to society, giving an authoritative geographical perspective.

Location and dates

The operation is run from the RGS–IBG headquarters in London.

Mode and format

14 media releases were issued in 2007, 18 in 2006, and 21 in 2005. They are issued as emails, with pdf version on the website; hard copies are also distributed at some RGS–IBG events. The press office also responds to media enquiries. In 2007 around 170 media enquiries were received and over 100 positive press items were published.

Organisation and resources

There is one full-time Press and Public Relations Officer, reporting to the Head of Policy and Public Affairs. The work is supported by a subscription to Media Atlas (£900 pa), an on-line, frequently updated, listing of contact details of all media outlets; an on-line cuttings service to receive details of all mentions of RGS–IBG (provided by Cision, for approximately £200 per month, depending on volume); and Google NewsAlert (free) for email bulletins whenever selected keywords are mentioned (e.g. RGS, geography, etc.).

The press office needs to be well-prepared whenever it undertakes media campaigns or advocacy programmes. The Annual Conference is a busy event and a big focus to

get geographical research in the media and two or three volunteers are recruited then to assist the press office. The RGS–IBG is collaborating with the BBC on a new series ‘Britain from Above’, and the RGS–IBG will be used as a location to film sections of the series. The RGS–IBG hosted a conference of the Intergovernmental Panel on Climate Change in autumn 2007. The press office handled media relations during the conference, and secured a wide variety of coverage. Positioning the RGS–IBG as a central player in the climate change debate was a key press office objective.

Outcomes and benefits

A log is kept of all coverage and all enquiries arising from coverage. On average there are 4 or 5 mentions, quotes, or listings every month. Regular pieces appear in the *Times Education Supplement* – the RGS–IBG Director writes a comment piece 2 or 3 times a year. The Society also gets pieces in places such as BBC Online and Comment is Free (*Guardian Online*). The main targets are teachers and head teachers, who are the frontline for geography education.

There is no formal evaluation of impact or outcomes, but an annual media and PR report is made to the RGS–IBG Council. The RGS–IBG Director and senior staff are committed to RGS–IBG having a high profile in the media in relation to topical issues and geography. Donors and grant-givers also like to see media coverage of the activities they are supporting.

Contact for further details

Henry Rummins, Press and PR Officer, Royal Geographical Society–Institute of British Geographers

Email: press@rgs.org

Tel: 020 7591 3019

Web: www.rgs.org

Annex G

Profiles of the Learned Societies

| AcSS | Academy of Social Sciences |
|--------------------------------|--|
| | Contact details |
| 1. Address | Executive Director, 30 Tabernacle Street, London EC2A 4UE |
| 2. Website | www.acss.org.uk |
| | Purpose |
| 3 Status | Not-for-profit, registered charity, company limited by guarantee |
| 4. Mission | The voice of the social science community in the UK for the public benefit |
| 5. Membership | Open to nominated distinguished Academicians working within the social sciences, either academic or practitioner-based, subject to peer review. Similarly, bona fide learned societies within the social sciences, subject to peer review. Affiliate scheme launched June 2008 for individuals, organisations and commercial enterprises. Membership of 523 Academicians and 34 learned societies (2008) |
| | Organisation |
| 6. Governance | Council of Trustees and Directors; Executive Committee |
| 7. Annual income | £125,000 (2007) |
| 8. Staff nos | 1 part-time Executive Director; 1 full-time Office Assistant; 1 part-time Communications Assistant |
| 9. Subject/regional groups | Conveners of the 3 nations of Scotland, Wales and Northern Ireland |
| 10. International affiliations | International Social Science Council |
| 11. KT/PE responsibility? | Led by the Chair, together with a member of Council. Also Chair of the Events Committee. Arrangement of conferences, speakers, Annual President's Lunch. Responses to government consultation documents. |
| 12. Partnerships/associations | ESRC on joint commissioning of KT/PE Project |

(continued)

| AcSS | Academy of Social Sciences |
|----------------------------|---|
| | Activities |
| 13. Journals | <i>21st Century Society</i> |
| 14. Other publications | |
| 15. Conferences | Annual debate during the Festival of Social Science. Distinguished speakers at AGM and Annual President's Lunch. Other conferences and seminars |
| 16. Other events | |
| 17. Awards/prizes | |
| 18. School support | |
| 19. Displays/DVDs | |
| 20. Expert speakers | Drawn from a large, distinguished membership |
| 21. Submissions/responses | Responses to government consultations, including Efficiency and Effectiveness of Peer Review, Research Excellence Framework, Public Benefit for Charities, Science in Society. |
| 22. Press releases/letters | Ad hoc basis. |

| AFT | Association for Family Therapy |
|--------------------------------|--|
| | Contact details |
| 1. Address | 7 Executive Suite St James Court Wilderspool Causeway Warrington WA4 6PS |
| 2. Website | www.aft.org.uk |
| | Purpose |
| 3. Status | Not-for-profit, registered charity, company limited by guarantee |
| 4. Mission | The Association's objects are to benefit the public by the promotion by all available means of the scientific study, practice, research and teaching of family therapy |
| 5. Membership | Membership is open to anyone with an interest in family therapy and systemic practice. Over 1800 members, both academic and practitioner (2007). |
| | Organisation |
| 6. Governance | Board |
| 7. Annual income | £193K (2006) |
| 8. Staff numbers | Executive officer, Publications officer, Financial Controller, Communications officer, Professional officer, Information management officer |
| 9. Subject/regional groups | 22 local branches |
| 10. International affiliations | European Family Therapy Association (EFTA) |
| 11. KT/PE responsibility? | |
| 12. Partnerships/associations | |
| | Activities |
| 13. Journals | <i>Journal of Family Therapy</i> |
| 14. Other publications | <i>Context</i> magazine |
| 15. Conferences | Annual conference |
| 16. Other events | International EFTA/AFT conference 2007 Branch workshops |
| 17. Awards/prizes | Research Dissertation Prize |
| 18. School support | |
| 19. Displays/DVDs | New training video and DVD about the life and work of Salvador Minuchin, Argentinian family therapist. |
| 20. Expert speakers | Team of members available. Website advice on 'How to Find a Family Therapist'. |
| 21. Submissions/responses | |
| 22. Press releases/letters | Occasional press releases on public issues |

| ASA | Association of Social Anthropologists |
|--------------------------------|---|
| | Contact details |
| 1. Address | c/o Royal Anthropological Institute 50 Fitzroy Street London W1T 5BT |
| 2. Website | www.theasa.org |
| | Purpose |
| 3. Status | Not-for-profit, registered charity |
| 4. Mission | ASA has the following objectives: <ul style="list-style-type: none"> • To promote the study and teaching of social anthropology • To hold periodical meetings • To present the interests of social anthropology and to maintain its professional status • To assist in any way possible in planning research. • To publish information on social anthropology, and a register of social anthropologists. |
| 5. Membership | Members must be social anthropology postgraduates or have published significant work and have HE teaching or research posts in social anthropology |
| | Organisation |
| 6. Governance | Committee |
| 7. Annual income | £15,000 |
| 8. Staff numbers | 2 part-time contractors |
| 9. Subject/regional groups | Networks for postgraduates, Applied Anthropologists (Apply), Anthropology of Britain |
| 10. International affiliations | World Council of Anthropological Associations |
| 11. KT/PE responsibility? | |
| 12. Partnerships/associations | Royal Anthropological Institute (RAI) Survival International |
| | Activities |
| 13. Journals | None |
| 14. Other publications | <i>Annual Annals</i> <i>Ethical guidelines for research practice</i> ASA blog ASA/Berg monograph series ASA online (launching 2008) |
| 15. Conferences | Annual conference |

(continued)

| ASA | Association of Social Anthropologists |
|----------------------------|---|
| 16. Other events | Network workshops |
| 17. Awards/prizes | |
| 18. School support | |
| 19. Displays/DVDs | <i>ASAFilm</i> - part of website featuring short ethnographic films for general viewing. |
| 20. Expert speakers | Ad hoc responses to inquiries |
| 21. Submissions/responses | |
| 22. Press releases/letters | ASA 2007 Statement on the use of 'primitive' as a descriptor of contemporary human groups |

| ATHE | Association for Tourism in Higher Education |
|--------------------------------|---|
| | Contact details |
| 1. Address | School of Management University of Surrey Guildford Gu2 7HX |
| 2. Website | www.athe.org.uk |
| | Purpose |
| 3 Status | Not-for-profit |
| 4. Mission | <ol style="list-style-type: none"> 1. To act as the subject association for tourism in higher education in the UK; 2. To promote the development and recognition of tourism as a subject of study in the UK and liaise as appropriate with other European Union countries and internationally; 3. To encourage high standards in learning, teaching and research; 4. To identify 'good practice', statistics and other information about first degrees and postgraduate qualifications in tourism; 5. To support, undertake and disseminate research to further these objectives; 6. To maintain links between education on the one hand and employers and other interested bodies on the other.' |
| 5. Membership | Any UK HEI involved in tourism studies. 37 members (2007) |
| | Organisation |
| 6. Governance | Executive Committee |
| 7. Annual income | Not known |
| 8. Staff numbers | |
| 9. Subject/regional groups | |
| 10. International affiliations | European Association for Tourism and Leisure Education (ATLAS) World Travel and Tourism Council WTTC) |
| 11. KT/PE responsibility? | |
| 12. Partnerships/associations | Tourism Alliance |

(continued)

ATHE

Association for Tourism in Higher Education

Activities

13. Journals

14. Other publications

Newsletter

Guidelines on HE tourism studies

15. Conferences

Annual conference

16. Other events

17. Awards/prizes

18. School support

19. Displays/DVDs

20. Expert speakers

21. Submissions/responses Response to DCMS Inquiry into Tourism 2007

22. Press releases/letters

| BAAL | British Association for Applied Linguistics |
|--------------------------------|--|
| | Contact details |
| 1. Address | School of Education University of Leeds Leeds LS2 9JT |
| 2. Website | www.baal.org.uk |
| | Purpose |
| 3. Status | Not-for-profit, registered charity |
| 4. Mission | The advancement of education by fostering and promoting the study of language use, language acquisition and language teaching, and the fostering of interdisciplinary collaboration in this study. |
| 5. Membership | Open to anyone with an interest in applied linguistics. Approaching 900 members (2007), mostly HE academics but some language teachers, translators and trainers, also postgraduate students. |
| | Organisation |
| 6. Governance | Executive Committee |
| 7. Annual income | £28,000 (2006) |
| 8. Staff numbers | No paid staff |
| 9. Subject/regional groups | 8 Special Interest Groups: Assessment, Corpus Linguistics, Gender and Language, Language in Africa, Language Learning and Teaching, Multimodality, Psycholinguistics, UK Linguistic Ethnography Forum. |
| 10. International affiliations | International Association of Applied Linguistics (AILA) |
| 11. KT/PE responsibility? | |
| 12. Partnerships/associations | Committee for Linguistics in Education (CLIE) is joint committee of BAAL and the Linguistics Association of Great Britain (LAGB) and has in membership 12 other organisations e.g. British Dyslexia Association, UK Literacy Association; focused on school curriculum and teacher training. |
| | Activities |
| 13. Journals | The journal <i>Applied Linguistics</i> (OUP) is published in cooperation with BAAL, AAAL (US equivalent) and AILA. |
| 14. Other publications | Newsletter, BAALmail (email list) |
| 15. Conferences | Annual conference |

(continued)

| BAAL | British Association for Applied Linguistics |
|----------------------------|--|
| 16. Other events | Three research seminars per year sponsored by Cambridge University Press |
| 17. Awards/prizes | Annual prize for outstanding book in applied linguistics |
| 18. School support | Through CLIE (above) |
| 19. Displays/DVDs | |
| 20. Expert speakers | List of members for media work planned (2008) |
| 21. Submissions/responses | Responses to research initiatives e.g. reform of RAE and to policy initiatives e.g. on language and immigration. |
| 22. Press releases/letters | Occasional letters to government and press. |

| BAAS | British Association for American Studies |
|--------------------------------|---|
| | Contact details |
| 1. Address | School of American and Canadian Studies University Park University of Nottingham NG7 2RD |
| 2. Website | www.baas.ac.uk |
| | Purpose |
| 3 Status | Not-for-profit, registered charity |
| 4. Mission | The purpose of the Association shall be to advance education by encouraging the study of the United States, particularly in the United Kingdom. |
| 5. Membership | Open to teachers, researchers, and others concerned with American Studies. 515 members (2008) |
| | Organisation |
| 6. Governance | Executive Committee |
| 7. Annual income | £51,500 |
| 8. Staff numbers | No paid staff |
| 9. Subject/regional groups | Regional networks |
| 10. International affiliations | European Association of American Studies (EAAS), American Studies Association (ASA) |
| 11. KT/PE responsibility? | |
| 12. Partnerships/associations | Fulbright Commission, US Embassy, American Studies Research Portal (www.asrp.info) |
| | Activities |
| 13. Journals | <i>Journal of American Studies</i> |
| 14. Other publications | Newsletter, BAAS/Edinburgh University Press book series, Resources for American Studies. Also an online database of US newspapers, online postgraduate journal. |
| 15. Conferences | Annual conference; annual postgraduate conference |
| 16. Other events | |
| 17. Awards/prizes | 29 various awards - travel grants for researchers, postgraduate essay prize, two awards for teachers |
| 18. School support | Recruitment brochure/CD on 'Why Study American Studies?' in association with the Subject Centre for Language, Linguistics and Area Studies with US Embassy funding. School essay prize, teacher exchange programme. |

(continued)

BAAS

British Association for American Studies

19. Displays/DVDs

20. Expert speakers

21. Submissions/responses

22. Press releases/letters

Requests handled ad hoc.

| BAICE | British Association of International and Comparative Education |
|--------------------------------|---|
| | Contact details |
| 1. Address | Room 133, School of Education Secretary Coleraine Campus, Cromor, County Londonderry, BT52 1SA, Northern Ireland |
| 2. Website | www.baice.ac.uk |
| | Purpose |
| 3 Status | Not-for-profit, charity status under consideration |
| 4. Mission | BAICE aims to encourage the growth and development of international and comparative studies in education by: <ul style="list-style-type: none"> • promoting teaching and cross-disciplinary research • facilitating research publications • networking with other professionals and professional organisations • supporting student • organising conferences and meetings • being a resource to policy makers |
| 5. Membership | Open to anyone interested in issues related to International Comparative Education, either as a researcher, student, or people working in fields related to International and Comparative Education. 250 members (2007). |
| | Organisation |
| 6. Governance | Executive Committee |
| 7. Annual income | not known |
| 8. Staff nos | No paid staff |
| 9. Subject/regional groups | |
| 10. International affiliations | Comparative Education Society in Europe (CESE), the World Council of Comparative Education Societies (WCCES) |
| 11. KT/PE responsibility? | |
| 12. Partnerships/associations | The UK Forum on International Education and Training (UKFIET) |
| | Activities |
| 13. Journals | <i>COMPARE: Comparative and international studies in education</i> |

(continued)

| BAICE | British Association of International and Comparative Education |
|----------------------------|--|
| 14. Other publications | |
| 15. Conferences | Annual conference |
| 16. Other events | Occasional conferences and seminars, some jointly with BERA and UKFIET. Writer's workshop for researchers. |
| 17. Awards/prizes | Funding of small events |
| 18. School support | |
| 19. Displays/DVDs | |
| 20. Expert speakers | |
| 21. Submissions/responses | |
| 22. Press releases/letters | |

| BAM | British Academy of Management |
|--------------------------------|--|
| | Contact details |
| 1. Address | Ground floor, 137 Euston Road, London NW1 2AA |
| 2. Website | www.bam.ac.uk |
| | Purpose |
| 3. Status | Not-for-profit, charity, company limited by guarantee |
| 4. Mission | BAM seeks to: <ul style="list-style-type: none"> • promote scholarship in the disciplines that comprise business and management • provide services to its members including training, networking and career development throughout the life course • promote the interests of management and business research in relation to external bodies including funding agencies and other learned societies • aid the dissemination of management research to relevant communities. |
| 5. Membership | 1,350 (2008) |
| | Organisation |
| 6. Governance | Executive Committee |
| 7. Annual income | c.£530,000 (2007) |
| 8. Staff numbers | 5 staff: Academy Manager, Deputy Manager, Events and Membership Officer, Finance Officer, DoRN/SIG Administrator. |
| 9. Subject/regional groups | Fellows College with about 50 elected members. Special Interest Groups – 17 including e.g. Human Resources, Organisational Psychology, Management Consultancy. Also a Directors of Research Network (DoRN). |
| 10. International affiliations | Academy of Management European Academy of Management |
| 11. KT/PE responsibility? | |
| 12. Partnerships/associations | Association of Business Schools Operational Research Society Market Research Society Institute of Small Business Entrepreneurship Foundation of Management Education |

(continued)

BAM

British Academy of Management

UK Joint University Council for Social and Public Admin.

Chartered Management Institute

British Accounting Association

Academy of International Business

Society for the Advancement of Management Studies

Academy of Marketing

Activities

13. Journals

British Journal of Management and *International Journal of Management Reviews*. An additional practice-oriented journal is under consideration

14. Other publications

Newsletter – monthly by email

15. Conferences

Annual conference

16. Other events

Researcher training on research design, writing grant proposals, managing research, research ethics, publishing research.

DoRN conferences on e.g Media engagement, Policy and practice based research

BAM/ABS Development Programme for Directors of Research

17. Awards/prizes

Beasley Award; conference-related Best Paper Prizes

18. School support

19. Displays/DVDs

20. Expert speakers

21. Submissions/responses

22. Press releases/letters

| BASEES | British Association for Slavonic and East European Studies |
|--------------------------------|--|
| | Contact details |
| 1. Address | BASEES Dr Jenny Mathers (Honorary Secretary), Department of International Politics, Aberystwyth University, Aberystwyth SY23 3FE |
| 2. Website | www.basees.org.uk |
| | Purpose |
| 3 Status | Not-for-profit |
| 4. Mission | BASEES exists to advance education for the public benefit in the United Kingdom in the humanities and the social sciences as they relate to the former Soviet Union and the countries of Eastern Europe. |
| 5. Membership | Open to scholars only, predominantly academics. 285 members (2007) |
| | Organisation |
| 6. Governance | Committee |
| 7. Annual income | Not known |
| 8. Staff numbers | No paid staff |
| 9. Subject/regional groups | 12 study groups |
| 10. International affiliations | International Council for Central and East European Studies (ICCEES) |
| 11. KT/PE responsibility? | Dr Philip Ross Bullock, Wadham College, Oxford, OX1 3PN |
| 12. Partnerships/associations | Council for Slavic and East European Information services(COSEELIS), University Council for Modern Languages (UCML) |
| | Activities |
| 13. Journals | Selects national advisory board of <i>Europe-Asia Studies</i> |
| 14. Other publications | <i>Newsletter</i> BASEES/Routledge series on Russian and East European studies |
| 15. Conferences | Annual conference; annual postgraduate conference |
| 16. Other events | Study group seminars and conferences |
| 17. Awards/prizes | 2 annual prizes for publications Grants for postgraduate travel and for seminars and conferences. |
| 18. School support | |

(continued)

| BASEES | British Association for Slavonic and East European Studies |
|----------------------------|--|
| 19. Displays/DVDs | |
| 20. Expert speakers | Register of experts under consideration |
| 21. Submissions/responses | Occasional papers on issues of policy and practice in higher education and language training. |
| 22. Press releases/letters | Occasional letters to politicians and higher education managers regarding issues of concern for Russian and East European Studies. |

| BERA | British Educational Research Association |
|--------------------------------|--|
| | Contact details |
| 1. Address | BERA, Association House, South Park Road, Macclesfield Cheshire, SK11 6SH |
| 2. Website | www.bera.ac.uk |
| | Purpose |
| 3 Status | Not-for-profit, registered charity |
| 4. Mission | To encourage the pursuit of educational research and its application for both the improvement of educational practice and for the public benefit. |
| 5. Membership | Open membership - primarily educational researchers. 2000 members (2007) |
| | Organisation |
| 6. Governance | Executive Council |
| 7. Annual income | £280K (2006) |
| 8. Staff numbers | Chief Executive. All other support is contracted out – administration, media relations, conference organisation, website management, publications. |
| 9. Subject/regional groups | 29 Special Interest groups (SIGs) |
| 10. International associations | European Association for Research in Learning and Instruction (EARLI) International Association for Educational Assessment (IAEA) Educational Studies Association of Ireland (ESAI) International Educational Research Association (IERA) European Educational Research Association (EERA) Strategic Forum for Research in Education (SFRE) |
| 11. KT/PE responsibility? | Shared by President and Chief Executive |
| 12. Partnerships/associations | Association for the Study of Primary Education (ASPE) British Association of Applied Linguistics (BAAL) British Educational Leadership, Management and Administration Society (BELMAS) British Society for Research into Learning Mathematics Philosophy of Education Society on Great Britain |

(continued)

| BERA | British Educational Research Association |
|----------------------------|--|
| | (PESGB) Scottish Educational Research Association (SERA) Strategic Forum for Research in Education (SFRE) in collaboration with UK stakeholders including DCSF, ESRC, CfBT, DIUS, DENI, Scottish Government and Welsh Assembly Government. |
| | Activities |
| 13. Journals | <i>British Educational Research Journal</i> |
| 14. Other publications | Research Intelligence newsletter BERA Research Reviews: both Academic Reviews and Practitioner Reviews Research Guidelines Occasional Papers |
| 15. Conferences | Annual BERA Conference, including Student Conference and Practitioner Conference. |
| 16. Other events | Various SIG meetings & events. |
| 17. Awards/prizes | Annual Awards: Dissertation Award Brian Simon Award (for research) BERA/SAGE awards for the two best accounts of putting research into practice in an educational, social care or health setting in the UK. |
| 18. School support | |
| 19. Displays/DVDs | Videos created at BERA educational Masterclasses, Seminars and Summer Schools |
| 20. Expert speakers | |
| 21. Submissions/responses | BERA has responded to a number of consultations in recent years. |
| 22. Press releases/letters | Annual conference and other press releases as needed. |

| BPS | British Psychological Society |
|--------------------------------|---|
| | Contact details |
| 1. Address | St Andrews House, 48 Princess Road East, Leicester, LE1 7DR |
| 2. Website | www.bps.org.uk |
| | Purpose |
| 3. Status | Not-for-profit, registered charity, Royal Charter |
| 4. Mission | The society is the authoritative voice of UK psychology, advancing and diffusing the discipline to promote understanding and well being, reaching all parts of the community. The society supports rigorous research, education and professional training, promoting the highest standards of effective, efficient and ethical practice of its members. |
| 5. Membership | Open to qualified academic and practising psychologists; affiliate membership for lay people. 46,000 members (2007) |
| | Organisation |
| 6. Governance | Board of Trustees |
| 7. Annual income | £9,204,000 (2006) |
| 8. Staff numbers | 136 paid staff with Chief Executive and directorate managers for Publications and Communications, Finance, Operational Systems, Science and Practice, Membership and Qualifications. |
| 9. Subject/regional groups | 21 professional divisions 13 disciplinary sections 8 regional groups 2 special groups on psychologists and social services and on coaching psychology |
| 10. International affiliations | International Union of Psychological Sciences (IUPS) European Federation of Psychology Associations |
| 11. KT/PE responsibility? | Board and Directorate of Publications and Communications, including the Press Committee, Policy Support Unit, the Public Engagement with Psychology Group, the Public Relations Team and the Parliamentary Officer. |
| 12. Partnerships/associations | Mental Health Alliance, Science Council, British Association |

(continued)

| BPS | British Psychological Society |
|----------------------------|---|
| | Activities |
| 13. Journals | 10 scientific journals |
| 14. Other publications | <i>The Psychologist</i> (monthly) Position papers eg on Childhood Autism Spectrum Disorder. Professional practice guidelines eg on Child protection. Expert witnesses BPS Blackwell book series |
| 15. Conferences | Annual conference |
| 16. Other events | Other conferences and seminars Events at the Cheltenham and Edinburgh Science Festivals |
| 17. Awards/prizes | Public engagement grants |
| 18. School support | Speakers on psychology careers |
| 19. Displays/DVDs | |
| 20. Expert speakers | Directory of careers speakers |
| 21. Submissions/responses | Over 100 submissions of evidence annually to outside bodies |
| 22. Press releases/letters | Numerous press releases from conferences and more generally |

| BSA | British Sociological Association |
|--------------------------------|--|
| | Contact details |
| 1. Address | Bailey Suite, Palatine House, Belmont Business Park Durham, DH1 1TW |
| 2. Website | www.britsoc.co.uk |
| | Purpose |
| 3. Status | Not-for-profit, registered charity, company limited by guarantee |
| 4. Mission | The British Sociological Association's mission is to represent the intellectual and sociological interests of its members. In doing so, the association aims to: <ul style="list-style-type: none"> • Provide information and services to members; • Seek to influence policies affecting sociology within the wider social sciences remit; • Promote the identity of the discipline and its practitioners/scholars; • Enhance the context for the pursuit of sociology; • Maintain and encourage links with sociologists throughout the world; • Publish journals, books and other materials. |
| 5. Membership | Open membership, predominantly academics. 2,300 members (2007) |
| | Organisation |
| 6. Governance | Executive Management Team of the elected Chair, Vice-Chair, Treasurer, two Publications Directors, two Membership Services Directors, and the appointed Chief Executive and the Company Secretary |
| 7. Annual income | £718,500 |
| 8. Staff numbers | 9 paid staff. Media consultant employed |
| 9. Subject/regional groups | 5 regional groups Heads and Professors of Sociology Group (HAPS) forums 40 plus study groups including Sociologists Outside Academia group |
| 10. International affiliations | |
| 11. KT/PE responsibility? | considering creating a role for a President as public figure |

(continued)

BSA

British Sociological Association

12. Partnerships/
associations

Activities

13. Journals

Sociology
Work, Employment and Society
Cultural Sociology

14. Other publications

Newsletter
Electronic journal *Sociological Research Online*
Sociology for All? – newsletter of the Sociologists
Outside Academia group
Leaflet on studying sociology

15. Conferences

Annual conference

16. Other events

Study group seminars and conferences
Media workshops

17. Awards/prizes

4 prizes for publications

18. School support

19. Displays/DVDs

The World of Sociology DVD

20. Expert speakers

Online directory of specialists and sources

21. Submissions/responses

22. Press releases/letters

Press releases for conferences

| BSG | British Society of Gerontology |
|-----------------------------------|--|
| | Contact details |
| 1. Address | Dr Wendy Martin, School of Health and Social Care University of Reading, Bulmershe Court, Earley, Reading. RG6 1HY. W.P.Martin@reading.ac.uk |
| 2. Website | www.britishgerontology.org |
| | Purpose |
| 3 Status | Not-for-profit, registered charity |
| 4. Mission | The British Society of Gerontology aims to promote the understanding of human ageing and later life through research and communication. It seeks to foster the application of this knowledge to the improvement of the quality of life in old age. |
| 5. Membership | 284 |
| | Organisation |
| 6. Governance | Executive Committee |
| 7. Annual income | £37,000 (2007) |
| 8. Staff numbers | |
| 9. Subject/regional groups | Emerging Researchers in Ageing (ERA) group BSG Scotland Group |
| 10. International affiliations | International Association of Gerontology and Geriatrics (IAGG), AGE, the European Older People's Platform |
| 11. KT/PE responsibility? | Partly through the BCA (see below) |
| 12. Partnerships/ associations | British Council for Ageing (BCA) joint with the British Geriatrics Society (BGS) and the British Society for Research in Ageing (BSRA) |
| | Activities |
| 13. Journals | <i>Ageing and Society</i> |
| 14. Other publications | Online members' newsletter, <i>Generations Review</i> |
| 15. Conferences | Annual conference |
| 16. Other events | Emerging Researchers in Ageing (ERA) annual meeting |
| 17. Awards/prizes | Alan Walker Prize |
| 18. School support | |
| 19. Displays/DVDs | |
| 20. Expert speakers | Please contact President-elect Prof Judith Phillips Judith.E.Phillips@swansea.ac.uk |
| 21. Submissions/responses | Through the BCA (see above) |
| 22. Press releases/letters | |

| EHS | Economic History Society |
|--------------------------------|--|
| | Contact details |
| 1. Address | Maureen Galbraith, Department of Economic and Social History, University of Glasgow, Lilybank House, Bute Gardens, Glasgow, G12 8RT |
| 2. Website | www.ehs.org.uk |
| | Purpose |
| 3 Status | Not-for-profit, registered charity |
| 4. Mission | The Economic History Society exists to support research and teaching in economic and social history, broadly defined. |
| 5. Membership | Open to all interested in economic and social history, but membership predominantly academic though also archivists, museum professionals and amateur historians. 1,324 members (2007) |
| | Organisation |
| 6. Governance | Council |
| 7. Annual income | £242,148 (2007) |
| 8. Staff numbers | No paid staff |
| 9. Subject/regional groups | One specialist group on schools and colleges under development |
| 10. International affiliations | EH.Net which facilitates global contacts among economic historians |
| 11. KT/PE responsibility? | Dr Karin Dannehl |
| 12. Partnerships/associations | Royal Historical Society, Urban History Group, Social History Society. |
| | Activities |
| 13. Journals | <i>Economic History Review</i> |
| 14. Other publications | EHS/Cambridge University Press series 'New Approaches to Economic History'. |
| 15. Conferences | Annual conference |
| 16. Other events | Residential training course for postgraduate students. |
| 17. Awards/prizes | Prizes for new researcher's conference papers Dissertation Prize, First Monograph Prize Teaching Prize, Support fund for overseas speakers (EHS annual conference), Research Fund for Graduate Students, Initiatives and Conference Fund, Undergraduate Project Facility Fund, |

(continued)

| EHS | Economic History Society |
|----------------------------|---|
| | Fellowships, Support for RHS monograph series, Support for IHR sources and methods course, Bursaries to assist the attendance at the EHS annual conference, TS Ashton prize |
| 18. School support | ReFRESH (Recent Findings of Research in Economic and Social History) pamphlets for teachers published 1985–2001; E-ReFRESH is a new online version |
| 19. Displays/DVDs | Podcasts of conference lectures |
| 20. Expert speakers | Annually at the EHS annual conference (Tawney Lecturer) |
| 21. Submissions/responses | As and when required |
| 22. Press releases/letters | Press releases for annual conference papers |

| GEA | Gender and Education Association |
|--------------------------------|---|
| 1. Address | <p>Contact details</p> <p>Gender and Education Association, c/o Department of Educational Research, Lancaster University, Lancaster, LA1 4YD www.genderandeducation.com</p> |
| 2. Website | <p>Purpose</p> |
| 3. Status | Not-for-profit |
| 4. Mission | <ul style="list-style-type: none"> • To produce, promote and disseminate feminist and other critical scholarship on gender and education. • To raise awareness about policies and practices relating to gender and education. • To inform policy makers by campaigning for educational change, lobbying for gender equality and responding to national and international issues. • To create networks to encourage the exchange of information and ideas between teachers, managers, academics and policy makers. • To embed within teaching and learning practices a commitment to achieving gender equality. • To update educators with the knowledge required to develop reflective and critical pedagogies that promote social justice. |
| 5. Membership | Open to practitioners, academics, policymakers, managers and administrators who have interests in the field of Gender and Education; 117 members (2008). |
| 6. Governance | <p>Organisation</p> <p>Executive</p> |
| 7. Annual income | Not known |
| 8. Staff numbers | One part-time administrator |
| 9. Subject/regional groups | 12 UK regional groups |
| 10. International associations | 10 country representatives outside UK |
| 11. KT/PE responsibility? | Not known |
| 12. Partnerships/Associations | Not known |

(continued)

GEA

Gender and Education Association

Activities

- | | |
|----------------------------|------------------------------------|
| 13. Journals | <i>Gender and Education</i> |
| 14. Other publications | Newsletter |
| 15. Conferences | Biennial conference |
| 16. Other events | Regional groups hold seminars |
| 17. Awards/prizes | Practitioner and researcher awards |
| 18. School support | |
| 19. Displays/DVDs | |
| 20. Expert speakers | |
| 21. Submissions/responses | |
| 22. Press releases/letters | |
-

| HSA | Housing Studies Association |
|--------------------------------|---|
| | Contact details |
| 1. Address | Housing Studies Association c/o Centre for Housing Policy University of York York YO10 5DD |
| 2. Website | www.housing-studies-association.org |
| | Purpose |
| 3. Status | Not-for-profit |
| 4. Mission | <ul style="list-style-type: none"> • To promote the study of housing. • To bring together researchers, practitioners and policy makers in housing research and education. • To encourage the practical application of social research to the field of housing studies. • To represent the interests of those researching or teaching housing studies in higher education to funding and development organisations, and to government. |
| 5. Membership | Open to academics, practitioners, policymakers, decision takers who have interests in housing studies; 155 members (2008). |
| | Organisation |
| 6. Governance | Committee |
| 7. Annual income | Not known |
| 8. Staff numbers | Two staff from the Centre for Housing Policy at York University provide part-time administrative support |
| 9. Subject/regional groups | Not known |
| 10. International associations | Not known |
| 11. KT/PE responsibility? | Not known |
| 12. Partnerships/associations | Not known |
| | Activities |
| 13. Journals | |
| 14. Other publications | Monograph series (jointly with Chartered Institute of Housing); electronic newsletter |
| 15. Conferences | Annual conference |
| 16. Other events | |
| 17. Awards/prizes | |

(continued)

HSA

Housing Studies Association

18. School support

19. Displays/DVDs

20. Expert speakers

21. Submissions/

Responses

22. Press releases/letters

| JUC | Joint Universities Council |
|----------------------------|--|
| | Contact details |
| 1. Address | Joint Universities Council College of Business, Law & Social Sciences Room 517, Victoria House, Nottingham Trent University, Nottingham, NG1 4BU |
| 2. Website | www.juc.ac.uk/default.aspx |
| | Purpose |
| 3. Status | Not-for-profit; registered charity |
| 4. Mission | Joint University Council seeks to promote and represent the work of higher education institutions in the field of the Applied Social Sciences. |
| 5. Membership | HE institutions; 108 members (2007) |
| | Organisation |
| 6. Governance | Executive committee; Public Administration Committee (PAC); Social Policy Committee (SPC); Social Work Education Committee (SWEC) |
| 7. Annual income | £37,500 (2007) |
| 8. Staff numbers | One secretary: Sandra Odell |
| 9. Subject/regional groups | Not known |
| 10. International | Not known |
| associations | |
| 11. KT/PE responsibility? | Not known |
| 12. Partnerships/ | PAC: collaborates with CIPFA (Chartered Institute of Public Finance and Accountancy) and PMPA (Public Management and Policy Association) on annual conference. |
| associations | SPC: collaborates with Social Policy Association. |
| | KT/PE activities |
| 13. Journals | PAC journals: <i>Public Policy and Administration</i> ; <i>Teaching Public Administration</i> |
| 14. Other publications | |
| 15. Conferences | PAC annual conference |
| 16. Other events | |
| 17. Awards/prizes | |
| 18. School support | |
| 19. Displays/DVDs | |
| 20. Expert speakers | SPC: Directory of research expertise for use by |

(continued)

JUC

Joint Universities Council

21. Submissions/responses government, the media and others wanting access to
experienced specialists in social policy
SPC: co-ordinates responses to consultations by
funding and research councils
22. Press releases/letters
-

| MeCCSA | Media, Communications and Cultural Studies Association |
|--------------------------------|--|
| | Contact details |
| 1. Address | c/o Professor Peter Golding, Hon. Sec., Research Office, Loughborough University, LE11 3TU |
| 2. Website | http://www.meccsa.org.uk |
| | Purpose |
| 3. Status | Not-for-profit |
| 4. Mission | <p>MeCCSA is the subject association for the field of media, communication and cultural studies in UK Higher Education. Its purposes are:</p> <ul style="list-style-type: none"> • Supporting and representing the interests of higher education in the field. • Providing a forum for members to exchange information and experience. • Raising public understanding of the field. • Improving the quality of provision in teaching and learning in the field. • Advising research and funding councils, and other relevant bodies. • Promoting the interests of students. • Fostering research in the field. • Advising on professional qualifications. • Promoting policies which encourage diversity and equal opportunities. |
| 5. Membership | Open to all within HE who teach and research in media, communications, cultural studies and related fields. 65 institutional members (2008). |
| | Organisation |
| 6. Governance | Executive committee |
| 7. Annual income | Not known |
| 8. Staff numbers | None, but some administrative support provided at cost by British Sociological Association. |
| 9. Subject/regional groups | Practice section and four networks: postgraduate, race and ethnicity, women's media studies; media policy. |
| 10. International associations | Not known |
| 11. KT/PE responsibility? | Administration and Communications Sub-Committee Not known |

(continued)

MeCCSA **Media, Communications and Cultural Studies Association**

12. Partnerships/
associations

Activities

13. Journals

14. Other publications

Newsletter; other papers on website

15. Conferences

Annual Conference

16. Other events

MeCCSA's Sections and Networks organise various events each year – details via website (www.meccsa.org.uk)

17. Awards/prizes

102

18. School support

19. Displays/DVDs

20. Expert speakers

21. Submissions/
Responses

On website

22. Press releases/letters

On website

| PSA | Political Studies Association of the United Kingdom |
|--------------------------------|--|
| | Contact details |
| 1. Address | Department of Politics University of Newcastle Newcastle upon Tyne, NE1 7RU |
| 2. Website | www.psa.ac.uk Includes over 12,000 links to other politics web pages |
| | Purpose |
| 3. Status | Not-for-profit; registered charity; company limited by guarantee |
| 4. Mission | To develop and promote the study of politics and education and learning in the art and science of government |
| 5. Membership | Membership includes academics in political science, researchers and postgraduate students, and some journalists and practitioners, mainly from the UK but with 259 members from other countries; 1,636 members (end of 2007). |
| | Organisation |
| 6. Governance | Executive committee (20 trustees in 2008) |
| 7. Annual income | £626,098 (2007) |
| 8. Staff numbers | 3 full-time: Executive Director, Membership Secretary, Conference Officer; 1 part-time: Treasurer's assistant |
| 9. Subject/regional groups | Network of specialist groups (42) Graduate network |
| 10. International associations | American Political Science Association (APSA) International Political Science Association (IPSA) British Politics Group (USA) European Confederation of Political Science Associations. |
| 11. KT/PE responsibility | Links with many overseas political science associations. Specific remits of named Executive Committee subcommittees: awards and prizes; annual awards ceremony; conferences; education and teaching; external relations; IT and media; publications; specialist groups; research. |
| 12. Partnerships/associations | British International Studies Association Hansard Society |

(continued)

| PSA | Political Studies Association of the United Kingdom |
|----------------------------|---|
| | Activities |
| 13. Journals | <i>Political Studies</i> <i>Political Studies Review</i> <i>Politics</i> <i>British Journal of Politics and International Relations</i> |
| 14. Other publications | <i>PSA News</i> (quarterly) <i>Directory of Political and International Studies</i> (each year) <i>Study Politics</i> <i>Political Studies UK</i> Conference papers (online) <i>Media Register of Experts</i> (biennial) |
| 15. Conferences | Annual conference (three-day) Annual postgraduate conference (one-day) Heads of Department conference (one-day) |
| 16. Other events | PSA/Hansard Society annual lecture Media training workshops Specialist groups' conferences Other workshops, seminars and summer schools |
| 17. Awards/prizes | Prizes awarded annually for PhD s (4); teaching (2); best new entrant; best book; best articles in journals (3) Annual Awards Ceremony with variety of awards, e.g. lifetime contribution to political studies; political publication; parliamentarian; politician of the year; political satire; political journalist; communication; special recognition awards are also made. |
| 18. School support | <i>Study Politics</i> booklet Links on web pages – www.psa.ac.uk |
| 19. Displays/DVDs | Conference display stands and display boards. |
| 20. Expert speakers | <i>Media Register of Experts</i> (biennial) Specialist groups |
| 21. Submissions/responses | Responses to variety of consultations, posted on web pages; e.g.: Governance green paper; reform of RAE |
| 22. Press releases/letters | Press releases issued on an ad hoc basis |

| RGS-IBG | Royal Geographical Society (with the Institute of British Geographers) |
|--------------------------------|---|
| | Contact details |
| 1. Address | 1 Kensington Gore, London SW7 2AR |
| 2. Website | www.rgs.org |
| | Purpose |
| 3. Status | Not-for-profit; registered charity |
| 4. Mission | A world centre for geography and geographical learning dedicated to the development and promotion of knowledge together with its application to the challenges facing society and the environment. |
| 5. Membership | Professional geographers, researchers and teachers, expeditioners and enthusiasts; 14,000 members (2007). |
| | Organisation |
| 6. Governance | Trustees |
| 7. Annual income | £3.7 million |
| 8. Staff numbers | 50 (with additional part-time and volunteer staff) |
| 9. Subject/regional groups | 8 regional branches; 2 online forums |
| 10. International associations | Not known – Member of IGU and EUGEO. Bilateral relations with other geographical Learned Societies/ professional bodies. |
| 11. KT/PE responsibility? | Led by Head of Public Policy and Media Affairs; Chief Executive; Policy Advisory Group. |
| 12. Partnerships/ associations | 5 corporate benefactors |
| | Activities |
| 13. Journals | <i>Area; The Geographical Journal; Transactions of the Institute of British Geographers</i> (overseen by Research and Higher Education Division). |
| 14. Other publications | Academic book series and papers. Geographical magazine. Publications on careers and courses Training books and guides for fieldworkers Annual members' review Bulletin of forthcoming activities and events Popular book series |
| 15. Conferences | Annual International RGS-IBG Conference; other conferences; Postgraduate Forum |

(continued)

| RGS-IBG | Royal Geographical Society (with the Institute of British Geographers) |
|----------------------------|---|
| 16. Other events | Debates; seminars; education workshops (using the collections of books, journals, photographs, maps, charts, artefacts etc.); interviews; discussion evenings; public lectures; regional events; training, workshops & CPD; young members' events and social events. |
| 17. Awards/prizes | Annual medals and awards |
| 18. School support | Pupil workshops; online resources for teachers and students |
| 19. Displays/DVDs | Exhibitions |
| 20. Expert speakers | Broad networks to draw on and Senior Staff |
| 21. Submissions/responses | Contribution to c.10 consultations per year; nominate experts to sit on government panels and groups; provide expert witnesses for inquiries and parliamentary select committees; organise briefings ranging from meetings with individual parliamentarians to Chatham House rule policy forums and conferences; submit informal advice and expertise to civil service and policymakers. Director is an adviser to the Secretary of State for Children, Schools, and Families on geography education. Conduct proactive studies, guidance, standards and consultations |
| 22. Press releases/letters | 1-2 press releases per month |

| RSA | Regional Studies Association |
|--------------------------------|---|
| | Contact details |
| 1. Address | PO Box 2058, Seaford, BN25 4QU |
| 2. Website | www.regional-studies-assoc.ac.uk Gives access with powerful search engines to Regional Studies and Spatial Economic Analysis as well as to a package of additional related Taylor and Francis published journals |
| | Purpose |
| 3. Status | Not-for-profit; registered charity; company limited by guarantee. |
| 4. Mission | A learned society concerned with analysis of regions and regional issues with international interests in research, education, dissemination and networking. |
| 5. Membership | Academics, students, practitioners, policy makers and interested lay people; 730 members (2007). |
| | Organisation |
| 6. Governance | Board of Trustees (12 trustees plus co-optees and observers) |
| 7. Annual income | £433,626 (2007) |
| 8. Staff numbers | Three full-time: Chief Executive, Conference and Marketing Officer; Development Manager and one part-time Finance and Membership Officer. |
| 9. Subject/regional groups | Thirteen current research networks; eleven regional branches; two international sections and twenty eight countries represented by a country representative |
| 10. International associations | There is the Regional Science Association which works within the field. |
| 11. KT/PE responsibility? | Chief Executive |
| 12. Partnerships/associations | Regional Science Association British and Irish Section; Foundation for Science and Technology National Council for Voluntary Organisations Association of Learned and Professional Society Publishers |
| | Activities |
| 13. Journals | <i>Regional Studies</i> ; <i>Spatial Economic Analysis</i> |
| 14. Other publications | <i>Regions Magazine</i> ; e-bulletin; research network reports; in-house books – often conference proceedings; |

(continued)

| RSA | Regional Studies Association |
|----------------------------|--|
| 15. Conferences | working papers; 'Regions and Cities' book series published in association with Routledge. International annual conference always held outside the UK; Winter Conference; Summer Seminar; many other events both at the national section and regional level. |
| 16. Other events | National, research network and branch/section seminars. |
| 17. Awards/prizes | Journal referees; best paper in <i>Regional Studies</i> and <i>Spatial Economic Analysis</i> ; best conference paper at the International Annual Conference; travel awards x 15 per year; research network funding; undergraduate; taught masters and early career recognition awards; best book; overall contribution to the field of regional studies/life-time achievement award. |
| 18. School support | None at present |
| 19. Displays/DVDs | Conference display stands and display boards. |
| 20. Expert speakers | Register of regional researchers about to go live in 2008. |
| 21. Submissions/responses | Responses to consultations and policy papers through the subject area, on related management and governance matters and on related areas of interest such as open access, institutional repositories, charity law and accounting etc. |
| 22. Press releases/letters | Press releases used on an occasional basis. |

| | |
|-------------|---|
| RSAI | Regional Science Association International (British and Irish Section) |
|-------------|---|

| | |
|--------------------------------|---|
| | Contact details |
| 1. Address | don.webber@uwe.ac.uk |
| 2. Website | www.rsai-bis.org |
| | Purpose |
| 3. Status | Not-for-profit; registered charity |
| 4. Mission | Fostering the exchange of ideas and the promotion of studies focusing on the region, including the utilisation of tools, methods and theoretical frameworks, specifically designed for regional analysis as well as concept, procedures and analytical techniques of the various social and other sciences. |
| 5. Membership | Mainly academics; 150 members (2007) |
| | Organisation |
| 6. Governance | Annual General Meeting |
| 7. Annual income | Not known |
| 8. Staff numbers | Not known |
| 9. Subject/regional groups | Not known |
| 10. International associations | British and Irish Section is a regional group of the parent international organisation |
| 11. KT/PE responsibility? | Not known |
| 12. Partnerships/associations | Regional Studies Association |
| | Activities |
| 13. Journals | <i>Journal of Spatial Economic Analysis; Papers in Regional Science</i> |
| 14. Other publications | Newsletters |
| 15. Conferences | Annual international congress |
| 16. Other events | |
| 17. Awards/prizes | Best article |
| 18. School support | |
| 19. Displays/DVDs | |
| 20. Expert speakers | |
| 21. Submissions/responses | |
| 22. Press releases/letters | |

| RSS | Royal Statistical Society |
|--------------------------------|--|
| | Contact details |
| 1. Address | 12 Errol Street, London EC1Y 8LX |
| 2. Website | www.rss.org.uk |
| | Purpose |
| 3. Status | Not-for-profit; registered charity. |
| 4. Mission | <ul style="list-style-type: none"> • To nurture the discipline of statistics by publishing a journal, organising meetings, setting and maintaining professional standards, accrediting university courses and operating examinations. • To promote the discipline of statistics by disseminating and encouraging statistical knowledge and good practice with both producers and consumers of statistics, and in society at large. • To provide effective and efficient services to our members which will support their professional and academic interests and their endeavours to advance the other objectives of the society. |
| 5. Membership | Professional and academic statisticians and others; 7,000 members(2007) |
| | Organisation |
| 6. Governance | Honorary officers; elected council; committees |
| 7. Annual income | £1.5 million |
| 8. Staff numbers | 17 |
| 9. Subject/regional groups | Specialist sections based on statistical topics or areas of application. Local groups around the UK. Study groups on specific issues. Statistics User Forum bringing together over twenty user groups and other organisations with a focus on promoting user interests with statistics producers. Working group on Statistics and the Law. |
| 10. International associations | One quarter of members are from overseas. High level engagement with statistics bodies worldwide. |
| 11. KT/PE responsibility? | Various members of staff. Initial contact recommended through Andrew Garratt, 020 7614 3920, a.garratt@rss.org.uk |
| 12. Partnerships/associations | |

(continued)

| RSS | Royal Statistical Society |
|----------------------------|---|
| | Activities |
| 13. Journals | SERIES A (<i>Statistics in Society</i>), SERIES B (<i>Statistical Methodology</i>) and SERIES C (<i>Applied Statistics</i>) |
| 14. Other publications | Newsletter; magazine |
| 15. Conferences | Annual Society conference; annual Statistics User Forum conference |
| 16. Other events | Meetings; lectures; courses; workshops |
| 17. Awards/prizes | Awards and honours for statisticians; awards for statistical excellence in journalism |
| 18. School support | Engagement with schools through Schools Lecture (aka Guy Lecture), materials for teachers, other lectures and events |
| 19. Displays/DVDs | Careers DVD |
| 20. Expert speakers | Online directory of professionally qualified members; Guy lecturer |
| 21. Submissions/responses | Responses to consultations; advice on draft legislation |
| 22. Press releases/letters | Occasional press releases |

| RTPI | Royal Town Planning Institute |
|--------------------------------|--|
| 1. Address 2. Website | <p>Contact details 41 Botolph Lane, London EC3R 8DL www.rtpi.org.uk</p> |
| 3. Status 4. Mission | <p>Purpose Not for profit; registered charity (1) To promote the highest quality of research, policy and practice in spatial planning for sustainable development at all scales. (2) To set standards for education and lifelong learning for spatial planning practice. (3) To promote equity and equality through spatial planning and in spatial planning practice.</p> |
| 5. Membership | 21,000 members (2008) |
| 6. Governance | Organisation Executive Board |
| 7. Annual income | £7 million |
| 8. Staff numbers | 115 |
| 9. Subject/regional groups | 9 regional and 3 country groups; 13 specialist networks open to non-members (most networks have international membership): Community Planning, Development Planning, Regeneration, Young Planners, Rural Planning, Environmental Planning and Protection; Development Management; National Association for Planning Enforcement; Urban Design; Transport; Politicians in Planning; Housing (Room for All); Independent Consultants. |
| 10. International associations | European Council of Spatial Planners; Global Planners Network; Commonwealth Association of Planners; International Development Network; European Observation Network on Territorial Development and Cohesion (ESPON) |
| 11. KT/PE responsibility? | Press office (3); policy team (7); library and information service. |
| 12. Partnerships/associations | Planning Aid; Urban Design Alliance; Transport Planning Society. Other time-defined project and programme-based partnerships (e.g. with Communities and Local Government); Sustainable Development Research Network. |

(continued)

| RTPI | Royal Town Planning Institute |
|-------------------------------|--|
| | Activities |
| 13. Journals | <i>Planning Theory and Practice</i> |
| 14. Other publications | <i>Planning Magazine, RTPI Library Series</i> , good practice guidance, national and regional newsletters, policy and research papers; <i>Planning Matters</i> on-line support |
| 15. Conferences | Annual Planning Convention; <i>Planning Research Conference</i> ; RTPI Conference Series; Planning Aid Conference; National Regeneration Convention; |
| 16. Other events | Regional events; specialist workshops and seminars; annual lecture. |
| 17. Awards/prizes | Annual awards and awards ceremonies. |
| 18. School support | Education packs; resources for schools |
| 19. Displays/DVDs | Displays |
| 20. Expert speakers | Contacts available through Communications Manager. |
| 21. Submissions/ Responses | Responses to white papers, draft legislation, policy consultations; lobbying on key spatial planning issues. |
| 22. Press releases/letters | Frequent press releases and letters to the press. |

SHOC

Society for the Study of Organising Healthcare

| | |
|---------------|---|
| | Contact details |
| 1. Address | Annabelle Mark Middlesex University Business School The Burroughs, Hendon, London NW4 4BT Email a.mark@mdx.ac.uk |
| 2. Website | [In preparation] |
| 3. Status | Purpose Registered charity |
| 4. Mission | To advance the education of the public in the study of the organisation of health care, including the promotion of research and the dissemination of useful results thereof. Broadly, SHOC's aims are: <ul style="list-style-type: none">• the promotion of excellence and encouragement of advancement in the organisation of healthcare through research, education and service to the community;• to support the advancement of health care through collaboration and representative discussions and advice to governments and other communities at both political and administrative levels;• to develop and disseminate theory and practice in organising healthcare through the provision of conferences, seminars and associated publications both nationally and internationally;• to comment on national needs and encourage international co-operation in the development and practice of organising for healthcare;• to enhance the organisation of healthcare through the recognition and celebration of outstanding contributions;• in pursuit of the above, to bring together such people and resources as are needed to create sustain and develop the society to achieve its purpose. |
| 5. Membership | Mainly academics; 93 members (2007) |

(continued)

| SHOC | Society for the Study of Organising Healthcare |
|--------------------------------|---|
| | Organisation |
| 6. Governance | AGM elects 4 Hon officers and an executive committee, and 4 Trustees |
| 7. Annual income | £1,800 |
| 8. Staff numbers | |
| 9. Subject/regional groups | |
| 10. International associations | |
| 11. KT/PE responsibility? | |
| 12. Partnerships/associations | Controlling organisation for the biennial OBHC (Organisational Behaviour in Health Care) Conference |
| | Activities |
| 13. Journals | Special edition journal publications from conference |
| 14. Other publications | Monograph series published by Palgrave Macmillan; newsletter |
| 15. Conferences | Biennial conference |
| 16. Other events | Seminars; interactive seminars |
| 17. Awards/prizes | |
| 18. School support | |
| 19. Displays/DVDs | |
| 20. Expert speakers | |
| 21. Submissions/responses | |
| 22. Press releases/letters | |

| SPA | Social Policy Association |
|--------------------------------|---|
| | Contact details |
| 1. Address | c/o Dr Tess Ridge (Hon Secretary) Department of Social and Policy Sciences University of Bath, Bath, BA2 7AY |
| 2. Website | www.social-policy.com |
| | Purpose |
| 3. Status | Not-for-profit; registered charity. |
| 4. Mission | The SPA is committed to promoting the discipline of social policy and representing its members' interests. It: <ul style="list-style-type: none"> • promotes research, teaching and practice in social policy and works to enhance the public profile of the subject; • provides a forum for the exchange and dissemination of ideas. |
| 5. Membership | Mostly academics; open to practitioners and others with an interest in UK and international social policy; 669 members (2007). |
| | Organisation |
| 6. Governance | Executive committee |
| 7. Annual income | £38,096 |
| 8. Staff numbers | None |
| 9. Subject/regional groups | Postgraduate network/ Scottish Social Policy Network |
| 10. International associations | Not known |
| 11. KT/PE responsibility? | Not known |
| 12. Partnerships/associations | Close links with BSA and PSA; international links with (developing) Australian Social Policy Association |
| | Activities |
| 13. Journals | <i>Journal of Social Policy</i> ; <i>Social Policy and Society</i> |
| 14. Other publications | <i>Social Policy Digest</i> ; <i>Social Policy Review</i> ; <i>Policy World</i> ; 'Understanding Welfare' textbook series |
| 15. Conferences | Annual conference |
| 16. Other events | Seminars |
| 17. Awards/prizes | Annual awards |
| 18. School support | |
| 19. Displays/DVDs | |
| 20. Expert speakers | |
| 21. Submissions/responses | |
| 22. Press releases/letters | |

| SRA | Social Research Association |
|-----------------------------------|---|
| | Contact details |
| 1. Address | Social Research Association, 24-32 Stephenson Way, London, NW1 2HX |
| 2. Website | www.the-sra.org.uk |
| | Purpose |
| 3 Status | Not-for-profit, charity and company limited by guarantee (2008). |
| 4. Mission | The charity's object is to advance for the public benefit the conduct, development, knowledge, professional practice, education, promotion and dissemination of social research. |
| 5. Membership | Open to social researchers and trainees from all sectors, as well as others with an interest in social research. |
| | Organisation |
| 6. Governance | Executive Committee. |
| 7. Annual income | £98,000 |
| 8. Staff numbers | 0.5 Executive Director and 1.5 administrative assistance; Training Development Director (ESRC funded). |
| 9. Subject/regional groups | Branches in Scotland, Wales, Ireland Independent social researchers group being set up. |
| 10. International affiliations | |
| 11. KT/PE responsibility? | To be decided |
| 12. Partnerships/ associations | Royal Statistical Society Association of Research Centres in the Social Sciences (ARCISS) Market Research Society (MRS) |
| | Activities |
| 13. Journals | |
| 14. Other publications | SRA News quarterly, e-Bulletin monthly Guidance on Research Ethics, Commissioning Social Research, Safety of Social Researchers MRS/SRA Guidelines on Data Protection |
| 15. Conferences | Annual conference |
| 16. Other events | Seminars and Summer event |

(continued)

SRA

Social Research Association

| | |
|----------------------------|--|
| | Training workshops |
| | Joint SRA/RSS annual lecture |
| 17. Awards/prizes | Mark Abrams prize for a research essay |
| 18. School support | |
| 19. Displays/DVDs | |
| 20. Expert speakers | |
| 21. Submissions/responses | Occasional |
| 22. Press releases/letters | Occasional |

| SSRG | Social Services Research Group |
|--------------------------------|--|
| 1. Address | <p>Contact details Social Care Workforce Research Unit, King's College London, 150 Stamford Street, London, SE1 9NH</p> |
| 2. Website | <p>www.ssrge.org.uk</p> |
| 3. Status | <p>Purpose Not-for-profit</p> |
| 4. Mission | <ul style="list-style-type: none"> • provide a network of mutual support and a forum for the exchange and promotion of ideas and information on social and health care services; • promote high standards in social and health care services research, information, planning and evaluation; • encourage collaboration in social and health care services activities; • develop an informed body of opinion on social health care services activities; • provide a channel of communication for the collective views of the group to central and local government, other professional bodies and the public; • sponsor relevant research and identify neglected areas of research; • provide, encourage and, where appropriate, sponsor high quality training in research techniques. |
| 5. Membership | <p>Academics; LA managers and research officers; independent sector; 369 members (2007)</p> |
| 6. Governance | <p>Organisation Executive committee</p> |
| 7. Annual income | <p>Not known</p> |
| 8. Staff numbers | <p>Occasional temporary administrative support</p> |
| 9. Subject/regional groups | <p>Regional and nation groups; special interest groups</p> |
| 10. International associations | <p>Not known</p> |
| 11. KT/PE responsibility? | <p>Not known</p> |
| 12. Partnerships/Associations | <p>SCIE (Social Care Institute for Excellence); Race Equality Unit and Involve.</p> |

(continued)

SSRG

Social Services Research Group

Activities

- | | |
|----------------------------|-------------------------------------|
| 13. Journals | <i>Research Policy and Planning</i> |
| 14. Other publications | Newsletters; briefings |
| 15. Conferences | Annual workshop and day conferences |
| 16. Other events | Seminars |
| 17. Awards/prizes | |
| 18. School support | |
| 19. Displays/DVDs | |
| 20. Expert speakers | |
| 21. Submissions/responses | |
| 22. Press releases/letters | |
-

| UACES | University Association for Contemporary European Studies |
|--------------------------------|--|
| | Contact details |
| 1. Address | School of Public Policy, University College London, 29-30 Tavistock Square, London, WC1H 9QU |
| 2. Website | www.uaces.org |
| | Purpose |
| 3. Status | Not-for-profit; registered charity |
| 4. Mission | Exchanging ideas on Europe; an independent forum for informed debate and a clearing house for information about European affairs. Involved in promoting research and establishing teaching and research networks. It brings together academics involved in researching and teaching on Europe with practitioners active in European affairs. It encourages the involvement of people from a variety of disciplines which have a European emphasis. |
| 5. Membership | Individuals and organisations; HE institutions; 950 members (2007) |
| | Organisation |
| 6. Governance | Committee |
| 7. Annual income | £276,965 |
| 8. Staff numbers | 2 full-time: Executive Director and Senior Administrator |
| 9. Subject/regional groups | Study groups; student forum. |
| 10. International associations | Over 30% of UACES members are based outside the UK. UACES is the UK 'ECSA': European Community Studies Association. |
| 11. KT/PE responsibility? | A committee member is responsible for press liaison and a new post is being created from September 2008 for practitioner liaison. |
| 12. Partnerships/Associations | UACES liaises with several other associations on specific projects. It also administers SCHES (Standing Heads of European Studies). |
| | Activities |
| 13. Journals | <i>JCMS: Journal of Common Market Studies</i> |

(continued)

| UACES | University Association for Contemporary European Studies |
|----------------------------|---|
| | <i>Journal of Contemporary European Research</i> (online: www.jcer.net) |
| 14. Other publications | <i>JCMS Annual Review of the European Union</i> The UACES-Routledge Contemporary European Studies book series UACES News (quarterly UACES Newsletter) |
| 15. Conferences | Annual conference; 2 student conferences; other conferences |
| 16. Other events | Brussels seminar series; workshops; seminars |
| 17. Awards/prizes | Annual prizes: Media Award Reporting on Europe, Best PhD, Best Book in European Studies |
| 18. School support | |
| 19. Displays/DVDs | |
| 20. Expert speakers | Online directory – www.ExpertOnEurope.com |
| 21. Submissions/responses | Occasional, including for Research Excellence Framework, AHRB, ESRC, House of Commons and House of Lords Select Committees |
| 22. Press releases/letters | For major conferences and Awards |

UKES

UK Evaluation Society

1. Address
2. Website

Contact details

37 Star Street, Ware, Hertfordshire, SG12 7AA
 www.evaluation.org.uk

3. Status
4. Mission

Purpose

Not-for-profit; company limited by guarantee.
 To promote and improve the theory, practice, understanding and utilisation of evaluation and its contribution to public knowledge and to promote cross-sector and cross-disciplinary dialogue and debate.

5. Membership

Academics, public service and NGO evaluators, freelance evaluation consultants, audit agencies; individual and corporate members: 250 (2007)

6. Governance
7. Annual income
8. Staff numbers
9. Subject/regional groups
10. International associations
11. KT/PE responsibility?
12. Partnerships/Associations

Organisation

Council
 Not known
 Administration contracted out to freelance service
 Regional networks
 Not known
 Not known
 Not known

13. Journals
 14. Other publications
 15. Conferences
 16. Other events
 17. Awards/prizes
 18. School support
 19. Displays/DVDs
 20. Expert speakers
 21. Submissions/Responses
 22. Press releases/letters
-

Activities

Evaluation
 Good Practice Guidelines; *Evalchat*; e-bulletins
 Annual conference
 Regional workshops, seminars and training events