RRI Self-Reflection Tool

This Self-Reflection Tool blank template will help you reflect offline on RRI principles that can improve your research and innovation practices.

It will guide your reflection by providing questions organised according to the RRI Policy Agendas: Ethics, Gender Equality, Governance, Open Access, Public Engagement and Science Education. The questions and their sample answers will help you consider all relevant stakeholder groups (policy makers, education representatives, civil society organisations, industry and business, and the research community).

Just follow these simple steps:
- Select a policy agenda for reflection. Each agenda offers up to ten. Don't worry, you can answer as many or as few as you like!

- Choose the questions most relevant for your work.

- Write your answers, remarks and considerations for each question in the open text box. Sample answers are provided to help get you started. Take your time, making your answers as detailed as you can.

- Tailor your personal questionnaire by adding your own questions specific to your practice (look at the final question on each agenda).

- You will also find more inspiring questions on the document referred at the end of each agenda.

- Jump to another question or policy agenda at any time.

- Use this document to further reflect on your questions and answers, perhaps with your project team.

- On pages 29-33 you will find an RRI Development Plan template to help you structure your RRI implementation.

ETHICS

How do you ensure the integrity of your R&I practices?

Examples:

- Aligning our practices with the Code of Conduct for Research Integrity in all phases, from research design to reporting results
- Encouraging critical peer review and internal discussion on research integrity throughout the process
- Consulting an external research ethics expert or ethics committee

Who is involved in ethics-related reflection and decision-making for your R&I practices, and how?

Examples:

- We engage all R&I actors and beneficiaries (civil society organisations, local government, education community, customers, patients, families, etc.), through…
- We involve selected actors through different channels, because…
- We do not include external actors, because…

How do you provide for different values, interests and ideals?

Examples:

- Having strong guidelines protecting our principles
- Resolving differences through rational arguments
- Acknowledging different values, interests and ideals
- Addressing conflicts of interest

How do you prevent potentially harmful impacts on the public or the environment?

Examples:

- Anticipating the benefits and risks of our project
- Ensuring project outcomes are used responsibly even after the project ends
- We do not make an effort to prevent harmful impacts, because…

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What are possible strategies for preventing the negative implications of your R&I practices?

Examples:

- Being responsive to external inputs
- Ensuring transparency and open access from the beginning
- Looking long-term and anticipating possible negative side effects (for example, creating social inequality, being environmentally harmful)

What are possible ethical considerations for your R&I practices?

Examples:

- Environmental impacts
- Human and animal health impacts
- Local economic and development impacts
- Social justice
- Education
- Data management

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Who should be responsible for the impacts of R&I?

Examples:

- Responsibility should be shared among all actors involved (scientists, policy makers, research institutions, universities, industry, civil society organisations, etc.), because…
- Responsibility should lie with the individual researchers throughout the entire process, because…

How may your work benefit from incorporating ethics?

Examples:

- Avoiding possible research misconduct or market failure
- Gaining credibility
- Improving quality by aligning our work with integrity principles and standards
- Winning greater support from other actors by being open, transparent and honest
- Developing new perspectives and ideas and creating new R&I opportunities

Create your own question

Create your own answer

Find more questions here:

http://www.rri-tools.eu/documents/10184/107098/D1.3_QualityCriteriaGoodPracticeStandards.pdf/ca4efe26-6fb2-4990-8dde-fe3b4aed1676

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GENDER EQUALITY

Does your organisation have a gender equality plan?

Examples:
- A plan has been described and implemented
- A plan has been described, but not yet implemented
- Some gender equality strategies have been added to our overall strategy
- There is no gender equality plan, because…

How do you address gender stereotypes?

Examples:
- We aim to identify any gender stereotypes in our activities
- We discuss what we can do to avoid gender stereotypes
- We address biased attitudes, treatments and discrimination
- We are not active in trying to break gender stereotypes, because…

What are your organisation's gender equality practices regarding staff and working conditions?

Examples:

- We aim for gender-balanced teams
- We aim for gender-balanced management positions
- We have family-friendly work spaces
- We have equal salary guarantees
- We have equal contract conditions
- We promote awareness and support of diverse working approaches
- We do not prioritise gender equality, because…

How is gender equality evaluated within your organisation?

Examples:

- We have specific actions and criteria for evaluating gender equality
- We have a team dedicated to evaluating gender equality
- We evaluate gender awareness through career development activities
- We monitor gender balance of teams
- We do not prioritise evaluating gender equality, because…

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How is gender in education, communication or training supported at your organisation?

Examples:

- We provide gender equality training
- We consider gender sensibility in our publications
- We emphasise gender awareness in training activities
- We stress gender awareness in all our activities
- We do not address gender in education, communication or training, because…

How is gender equality addressed in your R&I practices?

Examples:

- Gender-balanced teams
- Sex and gender considered in our chosen topics
- Sex and gender considered in our methodology
- Sex and gender considered in our data
- Gender-balanced publication strategies
- Gender considered in our dissemination activities
- Gender equality is not considered in our R&I practices, because…

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GOVERNANCE

What governance instruments does your organisation provide to foster shared responsibility in R&I?

Examples:

- Following inclusion and diversity strategies
- Making policies and strategies open and transparent to all actors involved
- Responding to emerging knowledge, perspectives, views and norms, by…
- Investing resources to make our innovations more responsive to societal needs and concerns
- Employing an RRI governance plan

Who is involved in setting your R&I agenda?

Examples:

- Management or advisory boards
- Funding organisations
- Different stakeholders
- Other teams and colleagues
- Members of the public

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How are views from other research or societal groups included in your R&I practice?

Examples:

- Exchanging views with peers, researchers and innovators from other disciplines
- Talking with potentially affected groups and end users
- Considering a wide range of relevant stakeholder groups, such as…
- Working collaboratively with…

How do you ensure your R&I practices can adapt to unforeseen results or societal changes?

Examples:

- Being open to emerging societal needs
- Changing the research plan, if needed, in response to unforeseen results
- Maintaining dialogue with different stakeholders so we can change the practice as a response to critique or changed perspectives

What resource allocations allow responsible improvements to your R&I practice?

Examples:

- Providing time for reflection
- Sharing experiences with others, internally or externally
- Consulting external experts in the fields of (for example ethics, gender equality...)
- Encouraging participation in RRI workshops and training
- Appointing a staff RRI expert

What RRI-related training opportunities do you have (gender equality, ethics, open science, etc.)?

Examples:

- Attending related conferences…
- Participating in training on…
- Developing training materials on…
- Offering training in…

What organisational changes are needed to adapt your R&I processes to stakeholders' input?

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Examples:

- Modifying our science governance system so it responds to public demands
- Creating/implementing structures that enable engagement
- Setting up incentive systems to encourage changes
- Making accountability and transparency are the bedrock of every stage
- Practising open science

Create your own question

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Create your own answer

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OPEN ACCESS

How does your organisation approach open access policies?

Examples:

- We have successfully implemented open access policies, such as…
- We have open access policies, but they are rarely considered, because...
- We would benefit from developing open access policies, such as…
- We do not need open access policies, because…

How are open access policies integrated in your organisation?

Examples:

- They are in our mission statement
- We communicate our open access policies
- We provide to our staff training on open access
- Open access policies are not relevant, because…

How transparent is the ownership of your work outcomes?

Examples:

- Ownership is clearly and easily traceable for all
- Ownership is transparent and traceable for certain people only, because…
- Ownership is unclear, because…

Which parts of your work are open access?

Examples:

- Objectives, aims and goals
- Methodologies
- Data
- Preliminary results
- Final results
- Uncertainties and limitations

With whom do you share the results of your work?

Examples:

- Results are shared with all actors involved or affected
- Results are shared with only some actors, because…
- Sharing results with different actors is not necessary, because…

What framework conditions are made transparent to actors involved?

Examples:

- Structures for feedback and decision trails
- Overview of financial means and expenditures
- Declaration of interests and affiliations of all actors

How are your communication activities made accessible to diverse stakeholders?

Examples:

- Our website follows e-accessibility standards
- Outreach activities are inclusive (regardless of gender, ethnicity, special needs, etc.)
- Events (training, workshops, meetings, etc.) have accessible premises
- Accessibility is not a major issue, because…

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PUBLIC ENGAGEMENT

How do you involve stakeholders and the public in your work?

Examples:

- Conducting outreach activities and reflecting on them during team meetings
- Communicating regularly with different stakeholders
- Requesting regularly feedback from affected actors
- Incorporating the results of public consultations in our plans
- Establishing spaces for deliberation where projects can be run collaboratively

What channels do you use to enable stakeholder participation in the R&I process?

Examples:

- Seeking ongoing input and feedback from stakeholders
- Seeking collaboration of diverse stakeholders through co-creation methods
- Leveraging social media to promote reflection and get different voices involved
- Offering public discussion sessions on trendy R&I topics
- Fostering encounters between R&I institutions and the general public
- Using our venue or partnering with other venues to offer R&I experiences to different audiences

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At which stage of the R&I process is it most effective for you to engage stakeholders, and why?

Examples

- During all stages, because…
- During the exploration phase (for example, research agenda setting), because…
- During the development phase (for example, project definition), because…
- During the implementation phase (for example, the technology transfer and innovation process), because…
- During the monitoring and evaluation phase, because…
- During the dissemination phase, because…
- It depends on the context, because…

What does public engagement in the decision-making process mean in your work or organisation?

Examples:

- Encouraging co-decision by different stakeholders, including civil society organisations
- Validating the pathways we take as an organisation
- Legitimising the societal value of our research topics
- Including stakeholders' views makes our actions more meaningful

What dimensions are usually discussed during your engagement activities?

Examples:

- Values, needs and perceptions important to stakeholders
- Framing of R&I questions
- R&I methodologies
- Possible impacts (ethical, legal, economic, environmental, social)
- Role responsibilities
- Potential improvements to the R&I process
- We do not hold public engagement activities, because…

How do you tailor R&I processes to include stakeholders with different genders, ethnicities, classes, ages, routines, experience, or levels of power?

Examples:

- Considering studies and consultations in our strategic plan
- Running open consultations and including the results in our mission
- Considering the needs of different groups in our programme development
- Adapting the language according to the target group

How do you ensure that stakeholders understand and accept their roles and the objectives of their engagement?

Examples:

- Providing clear statements about their roles and what can they expect from the results
- Giving briefings about public engagement to explain its benefits
- Negotiating with stakeholders and members of the public on their preferred roles and objectives

What measures would have a direct impact on your multi-stakeholder engagement activities?

Examples:

- Financial resources to organise activities and create related documents
- Human resources for engagement programmes
- Political support for public engagement at a governance level
- Public spaces for events

What effects do your engagement activities have on public participants and on your R&I processes?

Examples:
- Improving participants' skills
- Empowering participants
- Enhancing participants' self-confidence
- Facilitating better solutions for societal needs
- Increasing legitimacy and social acceptance of research and science centres
- Revealing possible impacts not yet envisaged

How do you address critical aspects of public engagement activities?

Examples:
- Providing adequate time and human resources
- Supplying sufficient financial resources
- Reflecting on our own attitudes towards public engagement
- Defining the level of participation (for example, from consultation to co-decision)
- Evaluating the activity's significance for our research process

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SCIENCE EDUCATION

What motivates you to involve research-and-society issues in your science education projects?

Examples:

- Making science education and STEM (Science, Technology, Engineering and Mathematics) careers attractive to both women and men
- Supporting citizens in making informed decisions
- Enabling learners to play active roles in R&I processes
- Helping put STEM within its societal context
- Increasing stakeholder awareness that R&I can create solutions affecting their daily lives
- Encouraging stakeholder participation in R&I

How do you encourage stakeholder participation in R&I?

Examples:

- Working on real-life challenges or current R&I projects involving STEM topics with ethical, legal or social aspects
- Employing innovative teaching methods, such as inquiry-based learning, project-based learning, cooperative learning methods, etc.
- Using diverse methodologies to engage different stakeholders, such as community based research, participatory governance initiatives.

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Which stakeholders are taking part in your education activities, and why?

Examples:

- Formal education providers, because…
- Informal education providers, because…
- Industry representatives, because…
- Civil society organisations, because…
- Research community members (researchers, technicians, communicators, etc.), because…
- Policy and decision makers, because…
- Families, because…
- Citizens, because…

How do you promote reflection on R&I in your science education activities?

Examples:

- Conferring on different values, needs and perceptions, such as health inequality, animal welfare, fair investment...
- Making room for deliberations on how to frame R&I questions
- Discussing R&I methods and potential improvements to the R&I process
- Analysing the roles of the different stakeholders

How do you promote reflection on R&I's impacts (ethical, legal, economic, environmental, social) in your science education activities?

Examples:

- We reflect on the expected impacts by…
- We reflect on the unexpected impacts by…
- We do not normally reflect on the impacts of R&I, because…

What stages of the R&I process are covered in your educational activities, and why?

Examples:

- All stages, because….
- Exploration, because…
- Development, because…
- Implementation, because…
- Monitoring and evaluation, because…
- Dissemination, because…

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How do you provide tailored information and education resources to specific stakeholder groups?

Examples:

- Utilising a variety of media
- Adapting text according to target groups
- Modifying styles and formats according to target groups
- Using different outreach channels (including innovative science communication formats)
- Conducting assorted outreach events

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RRI Development Plan

Make your development towards Responsible Research and Innovation (RRI) easier by creating an RRI Development Plan. The questions below will help you articulate your goals, define your strategy and identify the gateways and barriers to RRI.

1. Formulate your goal!

Goal	*My goal is to...*
What goal(s) are you trying to reach? What exactly will be achieved? What will be established and in what timeframe?	

The more detailed your goal formulation,
the easier it will be to design your development plan

2. Develop a strategy!

Aim - Involve the right people

People	To reach my goal, I need to involve...
Who should be involved? Who should be consulted? Should you form a team? If so, who should be included? Who are the key players? Which stakeholders might be interested/willing to participate?	

Aim - Plan your resources

Resources	My plan requires the following resources...
What financial resources do you need? How much time will you need to invest? How much time will others have to invest? What financial resources could be allocated for support (for example, the engagement of an external expert? What resources are needed for sustainability?	

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Aim - Find institutional incentives to reach your goal

Institution	*My institution can get involved by...*
What institutional support/change do you envisage? How can your institution support that change? Which incentives could your institution offer to foster that change? How might your institution benefit from that change?	

Aim - Set tasks and a timeframe for your goal

Tasks and Timeframe	*I need to fulfil the following tasks...*
What tasks do you need to fulfil to reach your goal? Which tasks should be tackled first/last? How much time will you need? What are your interim goals/achievements? Which tasks would you like to co-develop with other stakeholders? Which tasks can you delegate?	

Aim - Watch for opportunities and strengths!

Opportunities	*These resources/opportunities will support my development...*
Has anybody else had the same issues as you? If so, how did he/she solve them? Where can you find resources/material that would support your development? Which networks could you join?	

3. Evaluate your progress and achievements!

Evaluation	I will evaluate my progress towards RRI...
When will you evaluate your efforts? What evaluation methods will you use? What data should be collected? How can you verify that you achieved your goal?	

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4. Exchange with others and learn from them!

Communication	*I can achieve a deeper understanding by sharing my results and insights with...*
What insights should you share with others? What results and insights are transferable? What else should be communicated? Who are your target groups/audiences? What are the appropriate channels for them? What results/insights should not be communicated, and why?	