Online Supplement for

Koivumäki, K., & Wilkinson, C. (2022). "One might tweet just for money": Organisational and institutional incentives for researchers' social media communication and public engagement practices. *Studies in Communication Sciences (SComS), 22*(3), 471–491. https://doi.org/10.24434/j.scoms.2022.03.3205

Pre-questionnaire and interview guide

First, answer the pre-questionnaire. We will talk your answers through in the interview by the means of semi-structured interview.

All the questions refer to professional work-related communication and participation in communication in an occupational role – not personal.
All the questions refer to online and social media communication, mainly blogging and Twitter, but you may also use other examples.
You may reflect your answers from the viewpoints you prefer: from BCDC Energy research project's, your home organisation's or other science organisations you have experience from.

Pre-questionnaire questions for all interviewees (researchers and communication professionals):

Barriers for researchers' participation in science communication online/social media:
1 = Insignificant; 2 = Quite insignificant; 3 = Not significant/not insignificant; 4 = Quite significant; 5 = Very significant; I do not know

- Lack of skill: creating popularised content.
- Lack of skill: using the online/social media applications.
- Lack of skill: topically or strategically meaningful usage of online/social media forums.
- Lack of publishing platforms and audience.
- Lack of impact.
- Lack of organisation; division of work.
- Lack of motivation.
- Institutional or administrative barriers.
- Research funding policy connected to publications.

Associated interview questions for all interviewees (researchers and communication professionals):

- Choose and tell more about the reasons above or others.

Pre-questionnaire questions for all interviewees (researchers and communication professionals):

What kind of supportive actions for researchers' participation in science communication would you consider effective?
1 = Not at all effective; 2 = Low effectiveness; 3 = Neutral; 4 = Moderately effective; 5 = Very effective; I do not know

- Easy access for support and contact with communication professionals when needed.
- Training days every now and then.
- Information of other researchers' online/social media use.
- Informing about media impact numbers (e.g. blog/tweet views, reactions).
- Acknowledgement and support of research director/s.
- Reflection and evaluation over communication efforts with mediators.
- Integration of researchers' social media use with organisation's overall communication aims.
- Establishment of social media teams.
- Clear organisation and management of routines.
- Personal bonus for participating in science communication.
- Acknowledgement of the participation in science communication as a part of researcher's duties and evaluation.

Associated interview questions for all interviewees (researchers and communication professionals):

- Tell more about the points above or others.
- How would the role of communication professionals be at its best in supporting researchers' participation in science communication?

Pre-questionnaire questions for all interviewees (researchers and communication professionals):

If researchers in your main academic community were to contribute to online/social media: how likely would they meet
1 = Extremely unlikely; 2 = Unlikely; 3 = Neutral; 4 = Likely; 5 = Extremely likely; I do not know

- Critical reaction from peers.
- Positive reaction from peers.
- Critical reaction from the head of the department/leader.
- Positive reaction from the head of the department/leader.
- Clashes with the scientific culture.

Associated interview questions for all interviewees (researchers and communication professionals):

- Tell more about the points above or others.

Pre-questionnaire questions for all interviewees (researchers and communication professionals):

Norms
1 = Strongly disagree; 2 = Disagree; 3= Neither agree or disagree; 4 = Agree; 5 = Strongly agree; I do not know

- Good scientists don't have time to contribute to online/social media about their work because they are busy doing research. ___
- Scientists who participate in online/social media are just seeking publicity. ___
- Scientists who participate to online/social media contribute to science and society. ___
- Scientists who don't contribute in online/social media are failing their duty. ___
- Researcher's attitudes towards science communication are changing. ___

Associated interview questions for all interviewees (researchers and communication professionals):

- Tell more about the points above or others.
- If you think that researchers' attitudes towards science communication are changing – How? How should they?

Associated interview question for <u>researchers only</u>:

- When you write a popularised science text, blog, tweet or alike: who/what is the authority/authorities in your mind you'd prefer to approve your text? Not necessarily anybody you'll send your text for approval, but more as a part of writing/posting process in your mind.

Table 2: Themes' and subthemes' descriptions resulting from the qualitative analysis

Themes	Sub-themes	
"Formal rewards" theme and subthemes gather quotes where the interviewees discuss the formal forms of incentivising science communication. In order to better understand how the incentives may influence researchers' communication activities, the underlying motivations, deterrents and their dynamics are considered in this theme.	Personal financial benefits	Describes the ways in which personal financial incentives might play in science communication activities.
	Employee evaluation	Collects references on how annual career development discussions and working time allocation schemes could support public communication.
	Acknowledging different capabilities	Gathers statements expressing the appreciation for varying individual skills, potentials and joint capacities of teams.
"Informal community acknowledgement" and subthemes explored the impacts of the informal forms of incentivising science communication. The theme delves into the different ways in which the researchers' science communication work was validated and motivated within the organisations and the wider academic sphere.	Peer approval	Collects quotes representing authority as a part of the writing process of a popularised text alluding to the proportions of desired acknowledgement.
	Organisational culture	Expresses the general attitudes towards science communication describing how organisational cultures can play a role in incentives.
	Leaders	Portrays the role of research leaders in science communication motivation.
	Analytics	Explores the interest related to analytics and impact on activity.