Supplementary information (SI) tables and figures
New methods in creating transdisciplinary science-policy research agendas: The case of legislative science advice

**SI Table 1.** Fifty research questions on legislative science advice (*Please note: The numbering in this list is not the same as in the ranking, for which the statements were placed in random order.*)

**Information/evidence use** (*Influence*, use, or uptake of scientific information/science advice in policy—its impact or barriers—including measurement and evaluation)

- 1. What types of scientific information are used in legislatures?
- 2. How do the formal and informal practices of legislatures influence the consideration and use of scientific information?
- 3. What are the ways in which scientific information is "used" in legislatures?
- 4. What metrics can be used to assess the use of scientific information across different legislative contexts?
- 5. What incentives motivate or compel legislatures to use scientific information?
- 6. Under which conditions does use of scientific information change the framing of policy debates in legislatures?
- 7. Does legislative use of evidence improve the implementation and outcome of social programs and policies?

#### **Evidence development** (*The creation of scientific information for the purposes of evidence*)

- 8. How can the scientific topics most relevant to the public and policymakers be determined to inform research?
- 9. How is social relevance weighed in the production of academic research?
- 10. How do policymakers and researchers work together in defining problems and processes for generating evidence?

#### **Policymakers** (Policymakers, legislators, decision-makers)

- 11. What value do legislators and staff place on scientific evidence, as opposed to other types?
- 12. How do legislator and staff preferences for scientific evidence compare between countries?
- 13. How do legislators and their staff assess the credibility of scientific information?
- 14. What are the characteristics of the producers of scientific information most preferred by legislators and their staff? (e.g., are they partisan, make policy recommendations?)
- 15. How do the Internet and social media affect the information-seeking behavior of legislators and staff?
- 16. Under what conditions do legislators and staff seek out scientific information or use what is presented to them?
- 17. What are the factors that legislators weigh in deciding whether to accept or reject a scientific recommendation?
- 18. Can training for legislators and/or staff increase their use of scientific information, especially in lower-middle income countries (LMICs)?

#### **Scientists** (Scientists, scientific advisers, scientific researchers)

- 19. What information, skills, and training are needed for scientists to work with legislators and their staff?
- 20. What individual and institutional factors motivate scientists to share their research with legislators and their staff?

- 21. How do scientists and issue advocates try to manage the quality of scientific information and expertise used in legislatures?
- 22. Which behaviors of scientists and other advisers increase the likelihood of evidence use?

#### **Brokers** (*Intermediaries*, *brokers*)

- 23. What role do intermediaries and research brokers play in getting scientific information before legislators and their staff? (e.g., helping shape research questions, communicate research, and/or serve as an engagement facilitator)
- 24. What forms of evaluation can be used to measure the effect of "brokering" scientific information?

#### **Institutions** (Organizations, legislatures, governments, committees)

- 25. How can the institutions that deliver legislative science advice be characterized?<sup>1</sup>
- 26. How do culture, and political and economic context, affect the development of legislative science advice institutions? (e.g., new and emerging democracies, more authoritarian systems, levels of economic development)
- 27. How do different institutional approaches to legislative science advice influence its nature, quality and relevance?
- 28. What institutional approaches for legislative science advice are instructive for other countries?
- 29. How do legislative research departments synthesize and translate scientific information for legislators?
- 30. How can we measure the impact of legislative science advisory bodies on legislative processes using indicators?
- 31. How does the staffing, budgetary, and political capacity of committees affect their ability to use scientific information in legislatures?
- 32. How do internal and external organizations assess and meet the needs of legislatures for in-depth analysis?

#### The public (Citizens, public)

- 33. How does public participation affect legislative processes in which scientific information may be considered, including potential reductions in corruption?
- 34. How can the impact of current citizen initiatives in legislative science advice be measured?
- 35. What is the extent to which the public is aware of, and places value in, the scientific information being used in legislatures?

**Communication** (Communication of science through engagement, access to information, effective information/knowledge transfer, relationships)

36. What is the frequency of communication between legislative staff and scientists from inside and outside government?

<sup>&</sup>lt;sup>1</sup> Examples include: type of entity conducting the research; source of financing; demand or supply driven; organized by a legislative entity or another party; level of involvement of the legislative entity; public access to information; measure of stakeholder participation; political system; governmental level (international–municipal); institutionalized or project-based initiative.

- 37. How does political polarization affect information flows to legislators and their staff?
- 38. Does iterative engagement between researchers, legislators, and staff improve evidence use?
- 39. How do different communication channels—hearings, face-to-face meetings, email, social media, etc.— affect informational trust and use?
- 40. How can risk and uncertainty be communicated comprehensibly to legislators and staff?
- 41. Which communication tools facilitate working with legislative decision-makers on scientific topics?
- 42. How is scientific information embedded in policy debate rhetoric?

**System design** (Structure, design, and implementation of LSA systems/processes/models both in developed and developing nations)

- 43. How do the requirements and needs of a science advice system for policymaking differ across countries?
- 44. How can the design of new structures, processes, and systems increase legislative capacity for science use?
- 45. What lessons can be learned about how to manage scientific advice to legislatures from a systems approach?
- 46. How do racial and gender biases affect researchers' and practitioners' activities and influence policy advisory systems?
- 47. In societies without established science advice systems, how is scientific information used—if at all—by legislatures?
- 48. What are examples of improvements to legislative science advisory systems in heavily resource-constrained countries?

**Ethics** (*Ethics of use of science in policy; appropriate role of scientists/scientific information providers in policy*)

- 49. What ethical principles for providing legislative science advice can be derived?
- 50. How can values be made transparent in providing science advice?

**SI Box 1.** The structure of forced-normal distribution used in the Q sort is displayed. Participants sorted the research statements across nine categories. They could place only a certain number into each of the boxes, ranging from four (extremely interested/uninterested) to eight (neither uninterested or interested). They were instructed to rank the statements relative to each other, even if the labels on the categories did not necessarily match their sentiment.

Extremely uninterested (-4)	Very uninterested (-3)	Moderately uninterested (-2)	Slightly uninterested (-1)	Neither uninterested nor interested (0)	Slightly interested (1)	Moderately interested (2)	Very interested (3)	Extremely interested (4)
-4	-3	-2	-1	0	1	2	3	4
-4	-3	-2	-1	0	1	2	3	4
-4	-3	-2	-1	0	1	2	3	4
-4	-3	-2	-1	0	1	2	3	4
	-3	-2	-1	0	1	2	3	
		-2	-1	0	1	2		•
		-	•	0			•	
				0				

**SI Box 2.** In the first sorting step, conducted online, respondents were asked to move each of the 50 statements of research needs into one of three categories based on their level of interest in learning the information.

The following list consists of 50 statements derived from the research questions that you and your colleagues submitted. Each statement describes information we could potentially learn from studying legislative science advice.

Which information would you be interested, uninterested, or neither uninterested or interested in learning? Please drag each statement on the left into one of the boxes on the right.

When you have moved all the statements into one of the three boxes, please click on the arrow to take you to the next page.

Note: Please move all the statements into one of the boxes on the right. The next questions build on this rating. You will not be able to move forward until the rating is complete. If you wish to end the survey, simply exit the webpage. You will be able to comment on the process after completing the rating.

Uninterested in learning this information

Neither uninterested nor interested

Interested in learning this information

\* Whether iterative engagement between researchers, legislators, and staff improves evidence use

**SI Box 3.** In the second sorting step, respondents were given instructions on how to place the research needs statements into one of nine categories, ranging from "extremely uninterested" to "extremely interested."

Thank you for telling us which information you would be interested and uninterested in learning. Please help us in understanding how interested or uninterested you would be in learning this information.

Further divide the statements from your first sort into each of the boxes below. The categories range from "extremely uninterested" to "extremely interested," with "neither uninterested nor interested" in the middle.

Please move all the statements into one of the boxes on the right, making sure that the correct number of statements is in each box (4, 5, 6, or 8). You can easily see which statements are in each box by clicking on "expand all." As you move the statements, the total count will be reflected on the label above the box (e.g., "1 of 4 statements"). You may move statements between boxes on the right as you make your final choices. If you need to move a statement to a location that is not visible on the screen, pull it into the box closest to your desired location, then scroll the screen to make the statement and new box visible, and finally pull the statement into position.

Note: We understand that it may be hard to make distinctions between some of the statements. You also may wish you could place more statements into some of the boxes than allowed. Please rate the statements to the best of your ability. You will be able to comment on the process at the end. You will not be able to move forward until the rating is complete. If you wish to end the survey, simply exit the webpage.

	Extremely uninterested to learn this (0 of 4 statements)
	Very uninterested (0 of 5 statements)
Uninterested in learning this information	
* How the staffing, budgetary, and political capacity of committees affects their ability to use scientific information in	Moderately uninterested (0 of 6 statements)
legislatures	
	Slightly uninterested (0 of 6 statements)
	Neither uninterested nor interested (0 of 8 statements)
Neither uninterested nor interested	
* What lessons can be learned about how to manage scientific advice to legislatures from a systems approach	Slightly interested (0 of 6 statements)
	Moderately interested (0 of 6 statements)
	Very interested (0 of 5 statements)
Interested in learning this information	
* How legislators and their staff assess the credibility of scientific information	Extremely interested to learn this (0 of 4 statements)

SI Table 2. Factor loading matrices for developed and developing nation respondents

	DD1	DD2	DD3		DG1	DG2	DG3
X1030DDPRV	-0.519 *	0.145	0.088	x1003DG2PP	0.07	0.216	-0.051
X1036DD2PU	0.624 *	-0.023	0.234	x1014DG2PP	-0.417 *	-0.178	0.079
X1058DD3WY	0.373	-0.13	0.594 *	x1027DG3WY	-0.076	0.608 *	0.108
X1069DDPRV	0.296	0.183	0.465 *	x1047DG2PP	-0.193	0.155	0.069
X1082DDPRD	0.181	0.482 *	-0.216	x1052DG3WY	0.66 *	0.113	0.284
X1102DD2PP	0.429 *	0.015	0.026	x1054DGPRV	0.143	0.155	0.422 *
X1126DDPRV	-0.015	0.218	0.335 *	x1060DGPRV	0.508 *	0.261	0.276
X1130DDPRD	0.154	0.39	0.539 *	x1080DG3WY	0.39	0.43 *	-0.019
X1147DDUSR	-0.132	0.531 *	0.258	x1114DG3WY	-0.3	0.322	0.238
X1150DD3WY	0.661 *	0.147	-0.231	x1116DGPRV	-0.016	0.652 *	-0.18
X1161DD3WY	0.317	0.009	0.374 *	x1132DG3WY	-0.036	0.081	-0.5 *
X1174DD2PU	0.386 *	0.378	0.068	x1135DGPRD	-0.233	-0.031	0.114
X1175DDPRV	0.358	0.427 *	-0.175	x1162DGPRD	0.128	0.376 *	0.094
X1199DDUSR	0.619 *	0.326	-0.063	x1190DGPRV	-0.031	-0.04	0.652 *
X1213DDXXX	0.116	0.073	-0.504 *	x1194DGPRD	0.06	0.331 *	0.136
X1233DDPRD	0.583 *	0.081	-0.137	x1208DGPRV	-0.295 *	-0.096	0.099
X1260DD2PP	0.4 *	0.095	0.267	x1254DGPRV	-0.242	-0.304	0.38
X1305DD3WY	0.001	0.044	0.356 *	x1256DGPRD	0.542 *	0.217	-0.249
X1313DDPRD	0.243	0.162	-0.363 *	x1318DGPRV	0.233	0.354 *	-0.065
X1323DDPRD	0.22	0.643 *	-0.286	x1321DG2PP	-0.055	-0.414 *	0.082
X1331DDPRV	0.438	0.276	-0.393	x1347DG3WY	-0.367	0.433 *	-0.212
X1349DDPRD	-0.01	0.554 *	-0.505	x1380DGPRD	-0.285 *	-0.024	-0.007
X1352DDUSR	0.277	-0.349 *	0.003	x1392DGPRV	0.349	-0.355	-0.221
X1417DD2PU	0.583 *	-0.007	0.034	x1418DGPRV	0.067	0.077	0.469 *
X1428DDPRD	-0.27	0.437 *	0.303	x1439DG2PU	0.455 *	-0.205	0.177
X1497DD3WY	-0.015	0.52 *	0.058	x1440DG2PU	0.121	0.199	-0.631 *
X1501DDPRV	0.157	0.695 *	0.12	x1442DGPRV	0.233	0.407	0.423
X1540DDUSR	0.241	0.272	0.199	x1550DGPRV	0.177	0.048	0.091
X1558DDPRV	-0.048	0.336 *	0.279	x1551DGPRV	-0.356	0.384 *	-0.044
X1560DD3WY	0.346	0.537 *	0.069	x1569DGUSR	0.175	0.397	0.403
X1603DDPRD	-0.125	0.039	0.546 *	x1600DGPRV	0.624 *	-0.113	0.153
				x1607DG3WY	0.022	-0.172	-0.156
				x1609DGPRV	-0.116	-0.01	-0.065

Asterisks indicate statistically significant coefficients (p<.05). Roles: USR, user; PRV, provider; PRD, producer; 2PU, provider and user; 2PP, producer and provider; 3WY, producer, provider, and user.

SI Table 3. Factor loading matrix for the combined analysis of all respondents

	ALL1	ALL2	ALL3	ALL4	_			ALL1	10115 6455	10115 0155
x1030DDPRV	-0.283	0.173	-0.263	0.432 *		-	x1014DG2PP	0.233	0.233 0.177	0.233 0.177 0.13
x1036DD2PU	0.317	0.155	0.408 *	-0.182		-	x1027DG3WY	0.120	0.120 0.131	0.120 0.131 0.201
x1058DD3WY	0.01	0.022	0.635 *	0.135		_	x1047DG2PP	0.032	0.032 0.021	0.032 0.021 0.20
x1069DDPRV	0.194	0.176	0.545 *	0.012		_	x1052DG3WY	0.501	0.301 0.130	0.501 0.150 0.079
x1082DDPRD	0.442 *	-0.157	-0.077	0.142		_	x1054DGPRV	x1054DGPRV 0.299	x1054DGPRV 0.299 0.309	x1054DGPRV 0.299 0.309 0.356
x1102DD2PP	0.349 *	-0.047	0.233	-0.129		_	x1060DGPRV	x1060DGPRV 0.183	x1060DGPRV 0.183 0.639 *	x1060DGPRV 0.183 0.639 * 0.046
x1126DDPRV	0.095	0.218	0.046	0.284 *		_	x1080DG3WY	x1080DG3WY 0.106	x1080DG3WY 0.106 0.437 *	x1080DG3WY 0.106 0.437 * 0.087
x1130DDPRD	0.196	0.049	0.36	0.438 *		_	x1114DG3WY	x1114DG3WY 0.111	x1114DG3WY 0.111 -0.049	x1114DG3WY 0.111 -0.049 0.505 *
x1147DDUSR	0.164	0.073	0.064	0.629 *			x1116DGPRV	x1116DGPRV -0.008	x1116DGPRV -0.008 0.252	x1116DGPRV -0.008 0.252 -0.1
x1150DD3WY	0.534 *	0.23	0.077	-0.205		_	x1132DG3WY	x1132DG3WY 0.035	x1132DG3WY 0.035 -0.24	x1132DG3WY 0.035 -0.24 0.15
x1161DD3WY	0.102	0.143	0.478 *	0.13		_	x1135DGPRD	x1135DGPRD 0.151	x1135DGPRD 0.151 -0.294	x1135DGPRD 0.151 -0.294 0.448 *
x1174DD2PU	0.519 *	0.073	-0.036	0.135		_	x1162DGPRD	x1162DGPRD 0.239	x1162DGPRD 0.239 0.052	x1162DGPRD 0.239 0.052 -0.062
x1175DDPRV	0.509 *	-0.105	0.033	0.191		_	x1190DGPRV	x1190DGPRV 0.227	x1190DGPRV 0.227 0.189	x1190DGPRV 0.227 0.189 0.047
x1199DDUSR	0.699 *	0.067	0.194	-0.134		_	x1194DGPRD	x1194DGPRD 0.49 *	x1194DGPRD 0.49 * 0	x1194DGPRD 0.49 * 0 0.165
x1213DDxxx	0.256	0.193	-0.599 *	-0.131		_	x1208DGPRV	x1208DGPRV 0.232	x1208DGPRV 0.232 -0.351 *	x1208DGPRV 0.232 -0.351 * 0.089
x1233DDPRD	0.529 *	0.133	0.13	-0.424			x1254DGPRV	x1254DGPRV -0.251	x1254DGPRV -0.251 0.026	x1254DGPRV -0.251 0.026 0.009
x1260DD2PP	0.232	0.108	0.238	0.233		-	x1256DGPRD	x1256DGPRD 0.075	x1256DGPRD 0.075 0.423 *	x1256DGPRD 0.075 0.423 * -0.301
x1305DD3WY	-0.076	0.367 *	0.325	0.092		-	x1318DGPRV	x1318DGPRV 0.225	x1318DGPRV 0.225 0.159	x1318DGPRV 0.225 0.159 0.095
x1313DDPRD	0.32 *	0.143	-0.266	-0.055		-	x1321DG2PP	x1321DG2PP 0.013	x1321DG2PP 0.013 -0.195	x1321DG2PP 0.013 -0.195 0.028
x1323DDPRD	0.623 *	-0.166	-0.204	0.253		-	x1347DG3WY	x1347DG3WY -0.108	x1347DG3WY -0.108 -0.021	x1347DG3WY -0.108 -0.021 -0.179
x1331DDPRV	0.554 *	0.128	-0.195	-0.086		-	x1380DGPRD		10000 0000	10000 0000
x1349DDPRD	0.385	-0.064	-0.446 *	0.193		-	x1392DGPRV	<del></del>		
x1352DDUSR	-0.033	0.37 *	0.02	-0.17		-	x1418DGPRV		1.110D CDD11	1.110D CDD11
x1417DD2PU	0.334	0.592 *	0.118	-0.111		-	x1439DG2PU			A LOOP COPY
x1428DDPRD	-0.009	0.108	-0.004	0.406 *		-	x1440DG2PU		11105 04577	
x1497DD3WY	0.354	-0.354	0.099	0.257		-	x1442DGPRV			
x1501DDPRV	0.594 *	-0.021	0.115	0.247		=	x1550DGPRV		1.5500 000000	1.500 00077
x1540DDUSR	0.313 *	0.004	0.158	0.203		-	x1551DGPRV			
x1558DDPRV	0.166	-0.333	0.173	0.37		-	x1569DGUSR		15.00 0007	17.100 01017
x1560DD3WY	0.616 *	0.04	0.186	0.09		-	x1600DGPRV	0.271	0.271 0.12	0.271 0.12 0.202
x1603DDPRD	-0.245	0.186	0.323	0.324		-	x1607DG3WY			0.012 0.010 0.100
x1003DG2PP						-	x1609DGPRV		1.000 0007	1.1000 GDD3
X1003D0211	0.066	0.041	0.016	0.384 *	-		X1007DOLK (	x1609DGPRV -0.302 *	x1609DGPRV -0.302 * -0.017	x1609DGPRV -0.302 * -0.017 -0.007

Asterisks indicate statistically significant coefficients (p<.05). Roles: USR, user; PRV, provider; PRD, producer; 2PU, provider and user; 2PP, producer and provider; 3WY, producer, provider, and user.

**SI Table 4.** This factor array represents the three perspectives of developed nation respondents.

	Category	Statements of research needs	DD1	DD2	DD3
1	Policymakers	The characteristics of the producers of scientific information most preferred by legislators and their staff	2	1	3
2	Institutions and organizations	How institutions that deliver legislative science advice can be characterized		-2	-1
3	Institutions and organizations	How culture, and political and economic context, affect the development of legislative science advice institutions		-2	0
4	Communication	Whether iterative engagement between researchers, legislators, and staff improves evidence use	-1	-1	0
5	Evidence Development	How social relevance is weighed in the production of academic research	-4	-4	1
6	Intermediaries and brokers	What role intermediaries and research brokers play in getting scientific information before legislators and their staff	3	3	2
7	Communication	Which communication tools facilitate working with legislative decision-makers on scientific topics	2	2	3
8	Evidence Use	How the formal and informal practices of legislatures influence the consideration and use of scientific information	1	3	-1
9	Institutions and organizations	How legislative research departments synthesize and translate scientific information for legislators	0	0	-2
10	System design	How the requirements and needs of a science advice system for policymaking differ across countries	-2	-1	-4
11	System design	How the design of new structures, processes, and systems can increase legislative capacity for science use	2	0	-2
12	Evidence Use	What metrics can be used to assess the use of scientific information across different legislative contexts	2	-3	2
13	Institutions and organizations	What institutional approaches for legislative science advice are instructive for other countries	3	-4	-3
14	Evidence Development	How policymakers and researchers work together in defining problems and processes for generating evidence	-2	0	3
15	Evidence Use	Under which conditions the use of scientific information changes the framing of policy debates	3	3	1
16	Policymakers	How the Internet and social media affect the information- seeking behavior of legislators and staff	-1	3	3
17	Policymakers	Whether training for legislators and/or staff can increase their use of scientific information	1	-2	1
18	Intermediaries and brokers	What forms of evaluation can be used to measure the effect of "brokering" scientific information	0	-3	4
19	Scientists	Which behaviors of scientists and other advisers increase the likelihood of evidence use	-1	1	4
20	Communication	The frequency of communication between legislative staff and scientists from inside and outside government	0	-2	-4
21	System design	What examples exist of improvements to legislative science advisory systems in heavily resource-constrained countries	0	-4	-3
22	Communication	How scientific information is embedded in policy debate rhetoric	-4	1	1
23	Policymakers	Under what conditions legislators and staff seek out scientific information or use what is presented to them	4	4	0
24	Policymakers	What value legislators and staff place on scientific evidence, as opposed to other types	-1	4	1
25	Institutions and organizations	How the staffing, budgetary, and political capacity of committees affects their ability to use scientific information in legislatures	-1	2	-2

26	Scientists	How scientists and issue advocates try to manage the quality of scientific information and expertise used in legislatures	-3	-1	-4
27	Evidence Use	Whether legislative use of scientific evidence improves the implementation and outcome of social programs and policies	1	2	4
28	Scientists	What individual and institutional factors motivate scientists to share their research with legislators and their staff	0	1	0
29	Communication	How different communication channels—hearings, face-to- face meetings, email, social media, etc.— affect informational trust and use	3	2	2
30	The public	How the impact of current citizen initiatives in legislative science advice can be measured	-3	-3	2
31	Ethics	What ethical principles for providing legislative science advice can be derived	-3	-3	0
32	Policymakers	How legislators and their staff assess the credibility of scientific information	4	4	0
33	Scientists	What information, skills, and training are needed for scientists to work with legislators and their staff	2	-1	1
34	Institutions and organizations	How the impact of legislative science advisory offices on legislative processes can be measured using indicators	4	-4	4
35	The public	The extent to which the public is aware of, and places value in, the scientific information being used in legislatures	-2	-1	-1
36	Institutions and organizations	How internal and external organizations assess and meet the needs of legislatures for in-depth analysis	0	0	-2
37	Policymakers	How legislator and staff preferences for scientific evidence compare between countries	-2	-2	-3
38	The public	How public participation affects legislative processes in which scientific information may be considered	-2	1	0
39	Policymakers	The factors that legislators weigh in deciding whether to accept or reject a scientific recommendation	2	1	2
40	Ethics	How values can be made transparent in providing science advice	-2	0	3
41	System design	What lessons can be learned about how to manage scientific advice to legislatures from a systems approach	1	-1	-2
42	Evidence Development	How the scientific topics most relevant to the public and policymakers can be determined to inform research	0	0	2
43	Evidence Use	Identification of the ways in which scientific information is "used" in legislatures	1	2	0
44	Institutions and organizations	How different institutional approaches to legislative science advice influence its nature, quality and relevance	4	0	-3
45	Evidence Use	What types of scientific information are used in legislatures	-1	0	-1
46	Communication	How political polarization affects information flows to legislators and their staff	-3	4	-3
47	Evidence Use	What incentives motivate or compel legislatures to use scientific information	1	3	-1
48	System design	How racial and gender biases affect researchers' and practitioners' activities and influence policy advisory systems	-4	-2	-2
49	Communication	How risk and uncertainty can be communicated comprehensibly to legislators and staff	3	2	-1
50	System design	In societies without established science advice systems, how scientific information is used—if at all—by legislatures	0	-3	-4

**SI Table 5.** This factor array represents the three perspectives of developing nation respondents.

	Category	Statements of research needs	DG1	DG2	DG3
1		The characteristics of the producers of scientific information most	-3	-1	-1
	Policymakers	preferred by legislators and their staff	-5	-1	
2	How institutions that deliver legislative science advice can be characterized		-4	-2	4
-	Histitutions	How culture, and political and economic context, affect the			
3	Institutions	development of legislative science advice institutions	1	3	0
4		Whether iterative engagement between researchers, legislators, and	0	-2	-4
	Communication	staff improves evidence use	0	-2	-4
5	Evidence	How social relevance is weighed in the production of academic	-3	-2	-3
	development	research What role intermediation and research brokens play in getting			
6	Brokers	What role intermediaries and research brokers play in getting scientific information before legislators and their staff	0	1	0
	DIORCIS	Which communication tools facilitate working with legislative			
7	Communication	decision-makers on scientific topics	3	1	0
8		How the formal and informal practices of legislatures influence the	-1	3	-2
8	Evidence use	consideration and use of scientific information	-1	3	-2
9		How legislative research departments synthesize and translate	0	2	3
	Institutions	scientific information for legislators			
10	~	How the requirements and needs of a science advice system for	4	-2	3
	System design	policymaking differ across countries	-		
11	G . 1 .	How the design of new structures, processes, and systems can	-1	4	0
	System design	increase legislative capacity for science use			
12	Evidonas usa	What metrics can be used to assess the use of scientific information	-2	2	1
-	Evidence use	across different legislative contexts  What institutional approaches for legislative science advice are			
13	Institutions	instructive for other countries	2	1	1
	Evidence	How policymakers and researchers work together in defining			
14	development	problems and processes for generating evidence	3	3	2
15		Under which conditions the use of scientific information changes	4	0	-2
13	Evidence use	the framing of policy debates	4	U	-2
16		How the Internet and social media affect the information-seeking	-3	-3	2
	Policymakers	behavior of legislators and staff			
17	D. P 1	Whether training for legislators and/or staff can increase their use	2	1	0
	Policymakers	of scientific information  What forms of evaluation can be used to measure the effect of			
18	Brokers	"brokering" scientific information	-1	-4	3
-	DIORCIS	Which behaviors of scientists and other advisers increase the			
19	Scientists	likelihood of evidence use	-2	0	-3
		The frequency of communication between legislative staff and			
20	Communication	scientists from inside and outside government	0	-4	-2
21		What examples exist of improvements to legislative science	3	-3	0
	System design	advisory systems in heavily resource-constrained countries	3	-3	<u> </u>
22	Communication	How scientific information is embedded in policy debate rhetoric	-2	-2	-4
23		Under what conditions legislators and staff seek out scientific	2	-3	4
	Policymakers	information or use what is presented to them		-3	
24	D 11	What value legislators and staff place on scientific evidence, as	-1	2	-4
	Policymakers	opposed to other types			· .
25	Institutions	How the staffing, budgetary, and political capacity of committees	1	2	-4
	Institutions	affects their ability to use scientific information in legislatures  How scientists and issue advecates try to manage the quality of			
26	Scientists	How scientists and issue advocates try to manage the quality of scientific information and expertise used in legislatures	-3	4	-3
	Scientists	scientific information and expertise used in legislatures			

27	Evidence use	Whether legislative use of scientific evidence improves the implementation and outcome of social programs and policies	4	4	-1
28	Scientists	What individual and institutional factors motivate scientists to share their research with legislators and their staff	1	-3	-2
29	Communication	How different communication channels—hearings, face-to-face meetings, email, social media, etc.— affect informational trust and use	-2	3	1
30	The public	How the impact of current citizen initiatives in legislative science advice can be measured	-4	2	1
31	Ethics	What ethical principles for providing legislative science advice can be derived	0	0	-3
32	Policymakers	How legislators and their staff assess the credibility of scientific information	1	4	1
33	Scientists	What information, skills, and training are needed for scientists to work with legislators and their staff	0	0	1
34	Institutions	How the impact of legislative science advisory offices on legislative processes can be measured using indicators	3	1	4
35	The public	The extent to which the public is aware of, and places value in, the scientific information being used in legislatures	-3	-1	-1
36	Institutions	How internal and external organizations assess and meet the needs of legislatures for in-depth analysis	0	-4	3
37	Policymakers	How legislator and staff preferences for scientific evidence compare between countries	4	-1	2
38	The public	How public participation affects legislative processes in which scientific information may be considered	-4	-1	-2
39	Policymakers	The factors that legislators weigh in deciding whether to accept or reject a scientific recommendation	-1	1	-2
40	Ethics	How values can be made transparent in providing science advice	2	-3	-1
41	System design	What lessons can be learned about how to manage scientific advice to legislatures from a systems approach	-1	0	-1
42	Evidence development	How the scientific topics most relevant to the public and policymakers can be determined to inform research	2	-1	-3
43	Evidence use	Identification of the ways in which scientific information is "used" in legislatures	0	-2	4
44	Institutions	How different institutional approaches to legislative science advice influence its nature, quality and relevance	-2	-1	3
45	Evidence use	What types of scientific information are used in legislatures	1	0	2
46	Communication	How political polarization affects information flows to legislators and their staff	3	3	2
47	Evidence use	What incentives motivate or compel legislatures to use scientific information	-2	0	0
48	System design	How racial and gender biases affect researchers' and practitioners' activities and influence policy advisory systems	-4	0	0
49	Communication	How risk and uncertainty can be communicated comprehensibly to legislators and staff	2	2	2
50	System design	In societies without established science advice systems, how scientific information is used—if at all—by legislatures	1	-4	-1

SI Table 6. Consensus statements among developed nation participants

Array scores	#	Category	Statements of research needs
-1, -1, 0	4	Communication	Whether iterative engagement between researchers, legislators, and staff improves evidence use
3, 3, 2	6	Intermediaries and brokers	What role intermediaries and research brokers play in getting scientific information before legislators and their staff
0, 1, 0	28	Scientists	What individual and institutional factors motivate scientists to share their research with legislators and their staff
3, 2, 2	29	Communication	How different communication channels—hearings, face-to-face meetings, email, social media, etc.—affect informational trust and use
-2, -2, -3	37	Policymakers	How legislator and staff preferences for scientific evidence compare between countries

**SI Table 7.** Developed nation respondents: DD1 highest and lowest statements, and higher and lower rankings

Hig	Highest ranked statements								
4	44	Institutions and	How different institutional approaches to legislative science						
4	44	organizations	advice influence its nature, quality and relevance						
4	34	Institutions and	How the impact of legislative science advisory offices on						
4	34	organizations	legislative processes can be measured using indicators						
	4 23	Daliarmalrana	Under what conditions legislators and staff seek out scientific						
4		Policymakers	information or use what is presented to them						
	4 22	D-1!1	How legislators and their staff assess the credibility of						
4	32	Policymakers	scientific information						
Lov	vest r	anked statements							
	40	G . 1 .	How racial and gender biases affect researchers' and						
-4	48	System design	practitioners' activities and influence policy advisory systems						
		~	How scientific information is embedded in policy debate						
-4	22	Communication	rhetoric						
		Evidence	How social relevance is weighed in the production of academic						
-4	5	Development	research						
		Institutions and	How institutions that deliver legislative science advice can be						
-4	2	organizations	characterized						
Rar	ked	higher than other p							
			How the design of new structures, processes, and systems can						
2	11	System design	increase legislative capacity for science use						
		Institutions and	What institutional approaches for legislative science advice are						
3	13	organizations	instructive for other countries						
			The frequency of communication between legislative staff and						
0	20	Communication	scientists from inside and outside government						
			What examples exist of improvements to legislative science						
0	21	System design	advisory systems in heavily resource-constrained countries						
			How different communication channels—hearings, face-to-						
3	29	Communication	face meetings, email, social media, etc.— affect informational						
			trust and use						
-			What information, skills, and training are needed for scientists						
2	33	Scientists	to work with legislators and their staff						
			What lessons can be learned about how to manage scientific						
1	41	System design	advice to legislatures from a systems approach						
-		Institutions and	How different institutional approaches to legislative science						
4	44	organizations	advice influence its nature, quality and relevance						
-		Organizations	How risk and uncertainty can be communicated						
3	49	Communication	comprehensibly to legislators and staff						
			In societies without established science advice systems, how						
0	50	System design	scientific information is used—if at all—by legislatures						
			scientific information is used—If at all—by legislatures						

Ran	Ranked lower than other perspectives							
-4	2	Institutions and	How institutions that deliver legislative science advice can be					
-4	-4 2	organizations	characterized					
-3	3	Institutions and	How culture, and political and economic context, affect the					
		organizations	development of legislative science advice institutions					
-2	14	Evidence	How policymakers and researchers work together in defining					
	-2 14	Development	problems and processes for generating evidence					
-1	16	Policymakers	How the Internet and social media affect the information-					
	-1 10	Toncymakers	seeking behavior of legislators and staff					
_1	-1 19	Scientists	Which behaviors of scientists and other advisers increase the					
		belefitists	likelihood of evidence use					
-4	-4 22	Communication	How scientific information is embedded in policy debate					
		Communication	rhetoric					
-1	24	Policymakers	What value legislators and staff place on scientific evidence, as					
		Toneymakers	opposed to other types					
1	27	Evidence Use	Whether legislative use of scientific evidence improves the					
		Evidence osc	implementation and outcome of social programs and policies					
-2	35	The public	The extent to which the public is aware of, and places value in,					
	33	тие рабие	the scientific information being used in legislatures					
-2	38	The public	How public participation affects legislative processes in which					
	30	The public	scientific information may be considered					
-2	40	Ethics	How values can be made transparent in providing science					
	10	Lines	advice					
-4	48	System design	How racial and gender biases affect researchers' and					
	70	System design	practitioners' activities and influence policy advisory systems					

**SI Table 8.** Developed nation respondents: DD2 highest and lowest statements, and higher and lower rankings

hest ra	anked statements				
32	Policymakers	How legislators and their staff assess the credibility of scientific information			
23	Policymakers	Under what conditions legislators and staff seek out scientific information or use what is presented to them			
46	Communication	How political polarization affects information flows to legislators and their staff			
24	Policymakers	What value legislators and staff place on scientific evidence, as opposed to other types			
vest ra	nked statements				
13	Institutions and organizations	What institutional approaches for legislative science advice are instructive for other countries			
5	Evidence Development	How social relevance is weighed in the production of academic research			
21	System design	What examples exist of improvements to legislative science advisory systems in heavily resource-constrained countries			
34	Institutions and organizations	How the impact of legislative science advisory offices on legislative processes can be measured using indicators			
ked h					
8	Evidence Use	How the formal and informal practices of legislatures influence the consideration and use of scientific information			
10	System design	How the requirements and needs of a science advice system for policymaking differ across countries			
24	Policymakers	What value legislators and staff place on scientific evidence, as opposed to other types			
25	Institutions and organizations	How the staffing, budgetary, and political capacity of committees affects their ability to use scientific information in legislatures			
26	Scientists	How scientists and issue advocates try to manage the quality of scientific information and expertise used in legislatures			
28	Scientists	What individual and institutional factors motivate scientists to share their research with legislators and their staff			
38	The public	How public participation affects legislative processes in which scientific information may be considered			
43	Evidence Use	Identification of the ways in which scientific information is "used" in legislatures			
45	Evidence Use	What types of scientific information are used in legislatures			
46	Communication	How political polarization affects information flows to legislators and their staff			
47	Evidence Use	What incentives motivate or compel legislatures to use scientific information			
	32 23 46 24 2est ra 13 5 21 34 8 10 24 25 26 28 38 43 45 46	23 Policymakers  46 Communication  24 Policymakers  25 Policymakers  26 Policymakers  27 Policymakers  28 Policymakers  29 Policymakers  20 Policymakers  21 Policymakers  22 Policymakers  23 Policymakers  24 Policymakers  25 Policymakers  26 Policymakers  27 Policymakers  28 Policymakers  29 Policymakers  20 Policymakers  21 Policymakers  22 Policymakers  23 Policymakers  24 Policymakers  25 Policymakers  26 Policymakers  27 Policymakers  28 Policymakers  29 Policymakers  20 Policymakers  21 Policymakers  22 Policymakers  23 Policymakers  44 Policymakers  45 Policymakers  46 Policymakers  47 Policymakers  48 Evidence Use  49 Policymakers  40 Policymakers  41 Policymakers  42 Policymakers  43 Policymakers  44 Policymakers  45 Policymakers  46 Policymakers  47 Policymakers  48 Evidence Use  49 Policymakers  40 Policymakers  40 Policymakers  41 Policymakers  42 Policymakers  43 Policymakers  44 Policymakers  45 Policymakers  46 Policymakers  47 Policymakers  48 Evidence Use  49 Policymakers  40 Policymakers  40 Policymakers  41 Policymakers  42 Policymakers  43 Policymakers  44 Policymakers  45 Policymakers  46 Policymakers  47 Policymakers  48 Evidence Use  49 Policymakers  40 Policymakers  40 Policymakers  41 Policymakers  42 Policymakers  43 Policymakers  44 Policymakers  45 Policymakers  46 Policymakers  47 Policymakers  48 Policymakers  49 Policymakers  40 Policymakers  40 Policymakers  40 Policymakers  41 Policymakers  42 Policymakers  43 Policymakers  44 Policymakers  45 Policymakers  46 Policymakers			

Ran	Ranked lower than other perspectives					
1	1	Policymakers	The characteristics of the producers of scientific information most preferred by legislators and their staff			
-3	12	Evidence Use	What metrics can be used to assess the use of scientific Evidence Use information across different legislative contexts			
-4	13	Institutions and organizations	What institutional approaches for legislative science advice are instructive for other countries			
-2	17	Policymakers	Whether training for legislators and/or staff can increase their use of scientific information			
-3	18	Intermediaries and brokers	What forms of evaluation can be used to measure the effect of "brokering" scientific information			
-4	21	System design	What examples exist of improvements to legislative science advisory systems in heavily resource-constrained countries			
-1	33	Scientists	What information, skills, and training are needed for scientists to work with legislators and their staff			
-4	34	Institutions and organizations	How the impact of legislative science advisory offices on legislative processes can be measured using indicators			
1	39	Policymakers	The factors that legislators weigh in deciding whether to accept or reject a scientific recommendation			

**SI Table 9.** Developed nation respondents: DD3 highest and lowest statements, and higher and lower rankings

Hig	hest r	anked statements	
4	34	Institutions and organizations	How the impact of legislative science advisory offices on legislative processes can be measured using indicators
		Intermediaries	What forms of evaluation can be used to measure the effect of
4	18	and brokers	"brokering" scientific information
		and blokers	Which behaviors of scientists and other advisers increase the
4	19	Scientists	likelihood of evidence use
4	27	Evidence Use	Whether legislative use of scientific evidence improves the
			implementation and outcome of social programs and policies
Lov	vest r	anked statements	
-4	26	Scientists	How scientists and issue advocates try to manage the quality of
		Belefitists	scientific information and expertise used in legislatures
-4	10	System design	How the requirements and needs of a science advice system for
			policymaking differ across countries
-4	20	Communication	The frequency of communication between legislative staff and
			scientists from inside and outside government
-4	50	System design	In societies without established science advice systems, how
			scientific information is used—if at all—by legislatures
Ran	iked l	nigher than other <b>p</b>	
3	1	Policymakers	The characteristics of the producers of scientific information
		<u> </u>	most preferred by legislators and their staff
-1	2	Institutions and	How institutions that deliver legislative science advice can be
		organizations	characterized
0	3	Institutions and	How culture, and political and economic context, affect the
0		organizations	development of legislative science advice institutions
0	4	Communication	Whether iterative engagement between researchers, legislators, and staff improves evidence use
	_	_ Evidence	How social relevance is weighed in the production of academic
1	5	Development	research
	_	•	Which communication tools facilitate working with legislative
3	7	Communication	decision-makers on scientific topics
	1.4	Evidence	How policymakers and researchers work together in defining
3	14	Development	problems and processes for generating evidence
		Intermediaries	What forms of evaluation can be used to measure the effect of
4	18	and brokers	"brokering" scientific information
			Which behaviors of scientists and other advisers increase the
4	19	Scientists	likelihood of evidence use
			Whether legislative use of scientific evidence improves the
4	27	Evidence Use	implementation and outcome of social programs and policies
			How the impact of current citizen initiatives in legislative
2	30	The public	science advice can be measured
	1	SCIENCE AUVICE CAN DE MEASUNEU	

0	31	Ethics	What ethical principles for providing legislative science advice can be derived
3	40	Ethics	How values can be made transparent in providing science advice
2	42	Evidence	How the scientific topics most relevant to the public and
		Development	policymakers can be determined to inform research
Kan	iked I	ower than other po	
-1	8	Evidence Use	How the formal and informal practices of legislatures influence the consideration and use of scientific information
-2	9	Institutions and organizations	How legislative research departments synthesize and translate scientific information for legislators
-4	10	System design	How the requirements and needs of a science advice system for policymaking differ across countries
-2	11	System design	How the design of new structures, processes, and systems can increase legislative capacity for science use
1	15	Evidence Use	Under which conditions the use of scientific information changes the framing of policy debates
-4	20	Communication	The frequency of communication between legislative staff and scientists from inside and outside government
0	23	Policymakers	Under what conditions legislators and staff seek out scientific information or use what is presented to them
-2	25	Institutions and organizations	How the staffing, budgetary, and political capacity of committees affects their ability to use scientific information in legislatures
-4	26	Scientists	How scientists and issue advocates try to manage the quality of scientific information and expertise used in legislatures
0	32	Policymakers	How legislators and their staff assess the credibility of scientific information
-2	36	Institutions and organizations	How internal and external organizations assess and meet the needs of legislatures for in-depth analysis
-3	37	Policymakers	How legislator and staff preferences for scientific evidence compare between countries
-2	41	System design	What lessons can be learned about how to manage scientific advice to legislatures from a systems approach
0	43	Evidence Use	Identification of the ways in which scientific information is "used" in legislatures
-3	44	Institutions and organizations	How different institutional approaches to legislative science advice influence its nature, quality and relevance
-1	47	Evidence Use	What incentives motivate or compel legislatures to use scientific information
-1	49	Communication	How risk and uncertainty can be communicated comprehensibly to legislators and staff
-4	50	System design	In societies without established science advice systems, how scientific information is used—if at all—by legislatures

SI Table 10. Consensus statements among developing nation participants

Array scores	Statement #	Category	Statements of research needs
3, 3, 2	14	Evidence Development	How policymakers and researchers work together in defining problems and processes for generating evidence
0, 0, 1	33	Scientists	What information, skills, and training are needed for scientists to work with legislators and their staff
-1, 0, -1	41	System design	What lessons can be learned about how to manage scientific advice to legislatures from a systems approach
3, 3, 2	46	Communication	How political polarization affects information flows to legislators and their staff
2, 2, 2	49	Communication	How risk and uncertainty can be communicated comprehensibly to legislators and staff

**SI Table 11.** Developing nation respondents: DG1 highest and lowest statements, and higher and lower rankings

High	iest rai	nked statements			
			Whether legislative use of scientific evidence improves the		
4	27	Evidence use	implementation and outcome of social programs and		
			policies		
4	10	Crystom docion	How the requirements and needs of a science advice system		
4	10	System design	for policymaking differ across countries		
4	15	Evidence use	Under which conditions the use of scientific information		
<u>+</u>	4 13	Evidence use	changes the framing of policy debates		
4	4 37	Policymakers	How legislator and staff preferences for scientific evidence		
	31	Foncymakers	compare between countries		
Low	est ran	ked statements			
			How racial and gender biases affect researchers' and		
-4	48	System design	practitioners' activities and influence policy advisory		
			systems		
	4 2	Institutions	How institutions that deliver legislative science advice can		
-4	2	Institutions	be characterized		
	20	The public	How public participation affects legislative processes in		
-4	38		which scientific information may be considered		
	20	The mublic	How the impact of current citizen initiatives in legislative		
-4 30 The public			science advice can be measured		
Ran	ked hig	than other pers	spectives		
	4	Communication	Whether iterative engagement between researchers,		
0	4	Communication	legislators, and staff improves evidence use		
2	7	Communication	Which communication tools facilitate working with		
3	7		legislative decision-makers on scientific topics		
	10	System design	How the requirements and needs of a science advice system		
4	10		for policymaking differ across countries		
2	12	Institutions	What institutional approaches for legislative science advice		
	13	Institutions	are instructive for other countries		
4	15	Evidence use	Under which conditions the use of scientific information		
	13	Evidence use	changes the framing of policy debates		
2	17	Policymakers	Whether training for legislators and/or staff can increase		
	1 /	Foncymakers	their use of scientific information		
0	20	Communication	The frequency of communication between legislative staff		
	20	Communication	and scientists from inside and outside government		
3	21	System design	What examples exist of improvements to legislative science		
	<b>41</b>	Bysicili design	advisory systems in heavily resource-constrained countries		
1	28	Scientists	What individual and institutional factors motivate scientists		
1	20	Scienusis	to share their research with legislators and their staff		
4	4 37 Policymal		How legislator and staff preferences for scientific evidence		
4 37		Policymakers	compare between countries		

2	40	Ethics	How values can be made transparent in providing science advice		
2	42	Evidence development	How the scientific topics most relevant to the public and policymakers can be determined to inform research		
1	50	System design	In societies without established science advice systems, how scientific information is used—if at all—by legislatures		
Ran	ked lov	ver than other persj	pectives		
-3	1	Policymakers	The characteristics of the producers of scientific information most preferred by legislators and their staff		
-4	2	Institutions	How institutions that deliver legislative science advice can be characterized		
0	9	Institutions	How legislative research departments synthesize and translate scientific information for legislators		
-1	11	System design	How the design of new structures, processes, and systems can increase legislative capacity for science use		
-2	12	Evidence use	What metrics can be used to assess the use of scientific information across different legislative contexts		
-2	29	Communication	How different communication channels—hearings, face-to-face meetings, email, social media, etc.— affect informational trust and use		
-4	30	The public	How the impact of current citizen initiatives in legislative science advice can be measured		
-3	35	The public	The extent to which the public is aware of, and places value in, the scientific information being used in legislatures		
-4	38	The public	How public participation affects legislative processes in which scientific information may be considered		
-2	44	Institutions	How different institutional approaches to legislative science advice influence its nature, quality and relevance		
-2	47	Evidence use	What incentives motivate or compel legislatures to use scientific information		
-4	48	System design	How racial and gender biases affect researchers' and practitioners' activities and influence policy advisory systems		

**SI Table 12.** Developing nation respondents: DG2 highest and lowest statements, and higher and lower rankings

st rank	ed statements	
11	System design	How the design of new structures, processes, and systems can increase legislative capacity for science use
27	Evidence use	Whether legislative use of scientific evidence improves the implementation and outcome of social programs and policies
32	Policymakers	How legislators and their staff assess the credibility of scientific information
26	Scientists	How scientists and issue advocates try to manage the quality of scientific information and expertise used in legislatures
t ranke	ed statements	
18	Brokers	What forms of evaluation can be used to measure the effect of "brokering" scientific information
36	Institutions	How internal and external organizations assess and meet the needs of legislatures for in-depth analysis
20	Communication	The frequency of communication between legislative staff and scientists from inside and outside government
50	System design	In societies without established science advice systems, how scientific information is used—if at all—by legislatures
ed high	er than other persp	•
3	Institutions	How culture, and political and economic context, affect the development of legislative science advice institutions
5	Evidence development	How social relevance is weighed in the production of academic research
6	Brokers	What role intermediaries and research brokers play in getting scientific information before legislators and their staff
8	Evidence use	How the formal and informal practices of legislatures influence the consideration and use of scientific information
11	System design	How the design of new structures, processes, and systems can increase legislative capacity for science use
12	Evidence use	What metrics can be used to assess the use of scientific information across different legislative contexts
19	Scientists	Which behaviors of scientists and other advisers increase the likelihood of evidence use
24	Policymakers	What value legislators and staff place on scientific evidence, as opposed to other types
25	Institutions	How the staffing, budgetary, and political capacity of committees affects their ability to use scientific information in legislatures
	11 27 32 26 18 36 20 50 6d higher 3 5 6 8 11 12 19 24	27 Evidence use  32 Policymakers  26 Scientists  t ranked statements  18 Brokers  36 Institutions  20 Communication  50 System design  ed higher than other persp  3 Institutions  5 Evidence development  6 Brokers  8 Evidence use  11 System design  12 Evidence use  19 Scientists  24 Policymakers

4	26	Scientists	How scientists and issue advocates try to manage the quality of scientific information and expertise used in legislatures		
3	29	Communication	How different communication channels—hearings, face- to-face meetings, email, social media, etc.— affect informational trust and use		
2	30	The public	How the impact of current citizen initiatives in legislative science advice can be measured		
4	32	Policymakers	How legislators and their staff assess the credibility of scientific information		
-1	38	The public	How public participation affects legislative processes in which scientific information may be considered		
1	39	Policymakers	The factors that legislators weigh in deciding whether to accept or reject a scientific recommendation		
0	41	System design	What lessons can be learned about how to manage scientific advice to legislatures from a systems approach		
Ranke	d lower	r than other perspe	ctives		
-2	10	System design	How the requirements and needs of a science advice system for policymaking differ across countries		
-4	18	Brokers	What forms of evaluation can be used to measure the effect of "brokering" scientific information		
-4	20	Communication	The frequency of communication between legislative staff and scientists from inside and outside government		
-3	21	System design	What examples exist of improvements to legislative science advisory systems in heavily resource-constrained countries		
-3	23	Policymakers	Under what conditions legislators and staff seek out scientific information or use what is presented to them		
-3	28	Scientists	What individual and institutional factors motivate scientists to share their research with legislators and their staff		
1	34	Institutions	How the impact of legislative science advisory offices on legislative processes can be measured using indicators		
-4	36	Institutions	How internal and external organizations assess and meet the needs of legislatures for in-depth analysis		
-1	37	Policymakers	How legislator and staff preferences for scientific evidence compare between countries		
-3	40	Ethics	How values can be made transparent in providing science advice		
-2	43	Evidence use	Identification of the ways in which scientific information is "used" in legislatures		
0	45	Evidence use	What types of scientific information are used in legislatures		
-4	50	System design	In societies without established science advice systems, how scientific information is used—if at all—by legislatures		

**SI Table 13.** Developing nation respondents: DG3 highest and lowest statements, and higher and lower rankings

Tankin	igs		
High	est ra	anked statements	
4	34	Institutions	How the impact of legislative science advisory offices on
	34	mstrutions	legislative processes can be measured using indicators
4	43	Evidence use	Identification of the ways in which scientific information is
	<del></del>	Evidence use	"used" in legislatures
4	23	Policymakers	Under what conditions legislators and staff seek out scientific
	23	1 Oneymakers	information or use what is presented to them
4	2	Institutions	How institutions that deliver legislative science advice can be
		Institutions	characterized
Low	est ra	nked statements	
-4	22	Communication	How scientific information is embedded in policy debate
		Communication	rhetoric
-4	4	Communication	Whether iterative engagement between researchers, legislators,
- <del></del>	7	Communication	and staff improves evidence use
			How the staffing, budgetary, and political capacity of
-4	25	Institutions	committees affects their ability to use scientific information in
			legislatures
-4	24	Policymakers	What value legislators and staff place on scientific evidence, as
<del></del>	∠+	1 Oneymakers	opposed to other types
Ranl	ked h	igher than other p	erspectives
4	2	Institutions	How institutions that deliver legislative science advice can be
<del></del>	4 2	Institutions	characterized
3	9	Institutions	How legislative research departments synthesize and translate
	7	Histitutions	scientific information for legislators
2	16	Policymakers	How the Internet and social media affect the information-
	10	1 Oneymakers	seeking behavior of legislators and staff
3	18	Brokers	What forms of evaluation can be used to measure the effect of
	10	DIORCIS	"brokering" scientific information
4	23	Policymakers	Under what conditions legislators and staff seek out scientific
	23	1 Oneymakers	information or use what is presented to them
1	33	Scientists	What information, skills, and training are needed for scientists
	33	Scientists	to work with legislators and their staff
4	34	Institutions	How the impact of legislative science advisory offices on
	34	Histitutions	legislative processes can be measured using indicators
3	36	Institutions	How internal and external organizations assess and meet the
	30	Histitutions	needs of legislatures for in-depth analysis
4	43	Evidence use	Identification of the ways in which scientific information is
<u> </u>	43	Evidence use	"used" in legislatures
2	11	Institutions	How different institutional approaches to legislative science
3	44	Institutions	advice influence its nature, quality and relevance
2	45	Evidence use	What types of scientific information are used in legislatures
Ranl	ked In	wer than other pe	
		January Gener Pe	

0	3	Institutions How culture, and political and economic context, affect the	
		montations	development of legislative science advice institutions
-4	4	Communication	Whether iterative engagement between researchers, legislators,
		Communication	and staff improves evidence use
0	7	Communication	Which communication tools facilitate working with legislative
		Communication	decision-makers on scientific topics
-2	8	Evidence use	How the formal and informal practices of legislatures
			influence the consideration and use of scientific information
2	14	Evidence	How policymakers and researchers work together in defining
	17	development	problems and processes for generating evidence
-2	15	Evidence use	Under which conditions the use of scientific information
	13	Evidence use	changes the framing of policy debates
0	17	Doliovmolzoro	Whether training for legislators and/or staff can increase their
	1 /	Policymakers	use of scientific information
-3	19	Scientists	Which behaviors of scientists and other advisers increase the
-3	19		likelihood of evidence use
1	22	Communication	How scientific information is embedded in policy debate
-4	-4 22		rhetoric
-4	24	Policymakers	What value legislators and staff place on scientific evidence, as
-4	24		opposed to other types
			How the staffing, budgetary, and political capacity of
-4	25	Institutions	committees affects their ability to use scientific information in
			legislatures
-1	27	Evidence use	Whether legislative use of scientific evidence improves the
-1	21	Evidence use	implementation and outcome of social programs and policies
-3	31	Ethics	What ethical principles for providing legislative science advice
-3	31	Eulics	can be derived
-2	39	Policymakers	The factors that legislators weigh in deciding whether to
-2	39	Policymakers	accept or reject a scientific recommendation
-3	42	Evidence	How the scientific topics most relevant to the public and
-3	42	development	policymakers can be determined to inform research
2	16	Communication	How political polarization affects information flows to
2	46	Communication	legislators and their staff

**SI Table 14.** The factor array represents the four perspectives of all respondents.

	Category	Statements of research needs	ALL1	ALL2	ALL3	ALL4
1	Policymakers	The characteristics of the producers of scientific information most preferred by legislators and their staff	1	-2	3	-1
2	Institutions	How institutions that deliver legislative science advice can be characterized	-3	-2	-1	-3
3	Institutions	How culture, and political and economic context, affect the development of legislative science advice institutions	-3	3	-4	4
4	Communication	Whether iterative engagement between researchers, legislators, and staff improves evidence use	-2	-2	-3	1
5	Evidence development	How social relevance is weighed in the production of academic research	-4	-2	1	1
6	Brokers	What role intermediaries and research brokers play in getting scientific information before legislators and their staff	2	1	3	-1
7	Communication	Which communication tools facilitate working with legislative decision-makers on scientific topics	2	3	4	1
8	Evidence use	How the formal and informal practices of legislatures influence the consideration and use of scientific information	3	1	-4	4
9	Institutions	How legislative research departments synthesize and translate scientific information for legislators	1	3	-2	2
10	System design	How the requirements and needs of a science advice system for policymaking differ across countries	0	2	-3	-1
11	System design	How the design of new structures, processes, and systems can increase legislative capacity for science use	2	2	-1	-1
12	Evidence use	What metrics can be used to assess the use of scientific information across different legislative contexts	0	-1	4	0
13	Institutions	What institutional approaches for legislative science advice are instructive for other countries	2	1	-1	-3
14	Evidence development	How policymakers and researchers work together in defining problems and processes for generating evidence	-2	4	-2	2
15	Evidence use	Under which conditions the use of scientific information changes the framing of policy debates	4	1	0	4
16	Policymakers	How the Internet and social media affect the information-seeking behavior of legislators and staff	2	-4	1	2
17	Policymakers	Whether training for legislators and/or staff can increase their use of scientific information	0	3	2	-2
18	Brokers	What forms of evaluation can be used to measure the effect of "brokering" scientific information	-4	3	3	-3
19	Scientists	Which behaviors of scientists and other advisers increase the likelihood of evidence use	0	-4	3	2
20	Communication	The frequency of communication between legislative staff and scientists from inside and outside government	-2	-2	-3	-3
21	System design	What examples exist of improvements to legislative science advisory systems in heavily resource-constrained countries	-1	0	-3	-4

22	Communication	How scientific information is embedded in policy debate rhetoric	-1	-1	0	1
23	Policymakers	Under what conditions legislators and staff seek out scientific information or use what is presented to them	3	2	1	-2
24	Policymakers	What value legislators and staff place on scientific evidence, as opposed to other types	1	-1	0	3
25	Institutions	How the staffing, budgetary, and political capacity of committees affects their ability to use scientific information in legislatures	1	2	-4	2
26	Scientists	How scientists and issue advocates try to manage the quality of scientific information and expertise used in legislatures	-3	-3	0	1
27	Evidence use	Whether legislative use of scientific evidence improves the implementation and outcome of social programs and policies	3	4	1	4
28	Scientists	What individual and institutional factors motivate scientists to share their research with legislators and their staff	0	0	2	1
29	Communication	How different communication channels—hearings, face-to-face meetings, email, social media, etc.—affect informational trust and use	3	0	1	3
30	The public	How the impact of current citizen initiatives in legislative science advice can be measured	-4	-3	3	0
31	Ethics	What ethical principles for providing legislative science advice can be derived	-3	-3	1	-1
32	Policymakers	How legislators and their staff assess the credibility of scientific information	4	0	-1	0
33	Scientists	What information, skills, and training are needed for scientists to work with legislators and their staff	0	4	4	-2
34	Institutions	How the impact of legislative science advisory offices on legislative processes can be measured using indicators	-1	4	4	0
35	The public	The extent to which the public is aware of, and places value in, the scientific information being used in legislatures	-3	-4	0	0
36	Institutions	How internal and external organizations assess and meet the needs of legislatures for in-depth analysis	0	1	-1	-4
37	Policymakers	How legislator and staff preferences for scientific evidence compare between countries	-1	0	-3	-2
38	The public	How public participation affects legislative processes in which scientific information may be considered	-1	-2	2	-1
39	Policymakers	The factors that legislators weigh in deciding whether to accept or reject a scientific recommendation	1	-1	2	3
40	Ethics	How values can be made transparent in providing science advice	-2	-1	0	-2
41	System design	What lessons can be learned about how to manage scientific advice to legislatures from a systems approach	0	-3	0	0
42	Evidence development	How the scientific topics most relevant to the public and policymakers can be determined to inform research	-2	2	2	3

43	Evidence use	Identification of the ways in which scientific information is "used" in legislatures	2	-1	2	-2
44	Institutions	How different institutional approaches to legislative science advice influence its nature, quality and relevance	4	2	-2	-4
45	Evidence use	What types of scientific information are used in legislatures	-1	0	-2	2
46	Communication	How political polarization affects information flows to legislators and their staff	1	1	-2	3
47	Evidence use	What incentives motivate or compel legislatures to use scientific information	3	-4	-1	0
48	System design	How racial and gender biases affect researchers' and practitioners' activities and influence policy advisory systems	-4	0	-2	0
49	Communication	How risk and uncertainty can be communicated comprehensibly to legislators and staff	4	0	0	-4
50	System design	In societies without established science advice systems, how scientific information is used—if at all—by legislatures	-2	-3	-4	-3