

Impact & public values: how can funders *usefully* support impact?

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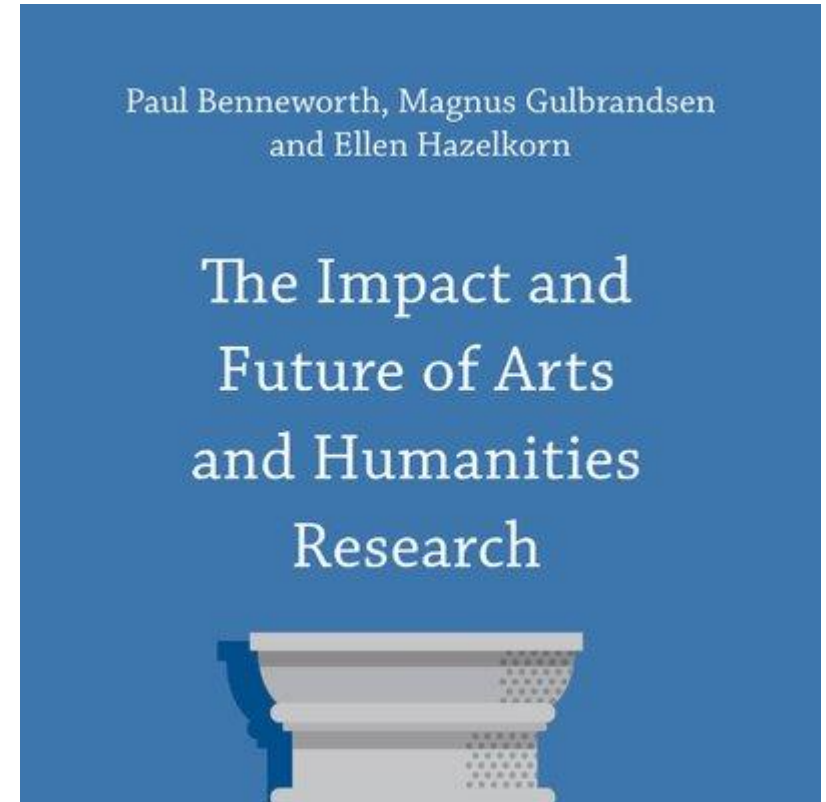
Why are we still even talking about the impact of humanities and social sciences?



We found a fortnight ago that 10% of Dutch Voters chose a 1970s Norwegian philosopher's approach to express their views

Overview

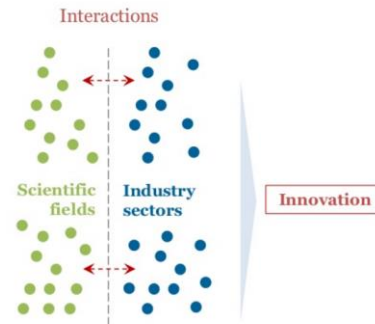
- Introduction – the policy problematic of accidental agreements
- The misfocusing – the disappearance of publics from research impact
- Towards understanding societal development journeys
- Developing a typology of how society uses research
- Developing measures, incentives, policies to promote impact pathways



A hot topic in research evaluation

Assessing the contributions of specific scientific disciplines to industrial innovation

- 3 Activity overview
- In-depth analysis on **interactions** (including direction and intensity) between specific scientific fields & economic sectors
 - Identification of scientific fields contributing most to specific sectors
 - **Methodologies** to enable systematic & cross-country analysis of science-industry links



- Objectives
- Provide **cross-country evidence** on science-industry linkages, including hiring patterns of graduates from different disciplines by different industries
 - Discuss **methodologies** for best conducting such assessments

cost
EUROPEAN COOPERATION
IN SCIENCE AND TECHNOLOGY



R-QUEST

Center for Research Quality and Policy Impact Studies

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RESEARCH QUALITY AND POLICY IMPACT

Quality in research is a highly prioritized, but also a much debated issue in research policy. The Centre for Research Quality and Policy Impact Studies (R-QUEST) constitutes an 8-year commitment to explore the nature and mechanisms of research quality – funded by the **RCN FORINNPOL initiative**. The centre will address three closely related questions:

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ACCOMPLISSH

Accelerate CO-creation by setting up a Multi-actor Platform for Impact from Social Sciences and Humanities

Partners

Participant No*	Participant organisation name	Country
1	University of Groningen	NL
2	University of Glasgow	UK
3	University of Copenhagen	DK
4	Dalhousie University	SE
5	Newcastle University	UK
6	University of Zagreb	HR
7	University of Tartu	EE
8	Sapienza University of Rome	IT
9	University of Göttingen	DE
10	University of Debrecen	HU
11	University of Ghent	BE
12	University of Barcelona	ES
13	Tallinn University	EE
14	University of Coimbra	PT

UiO: University of Oslo

For employees

Norwegian website

Search

OSIRIS - Oslo Institute for Research on the Impact of Science

A part of TIK Centre for Technology, Innovation and Culture at Faculty of Social Sciences

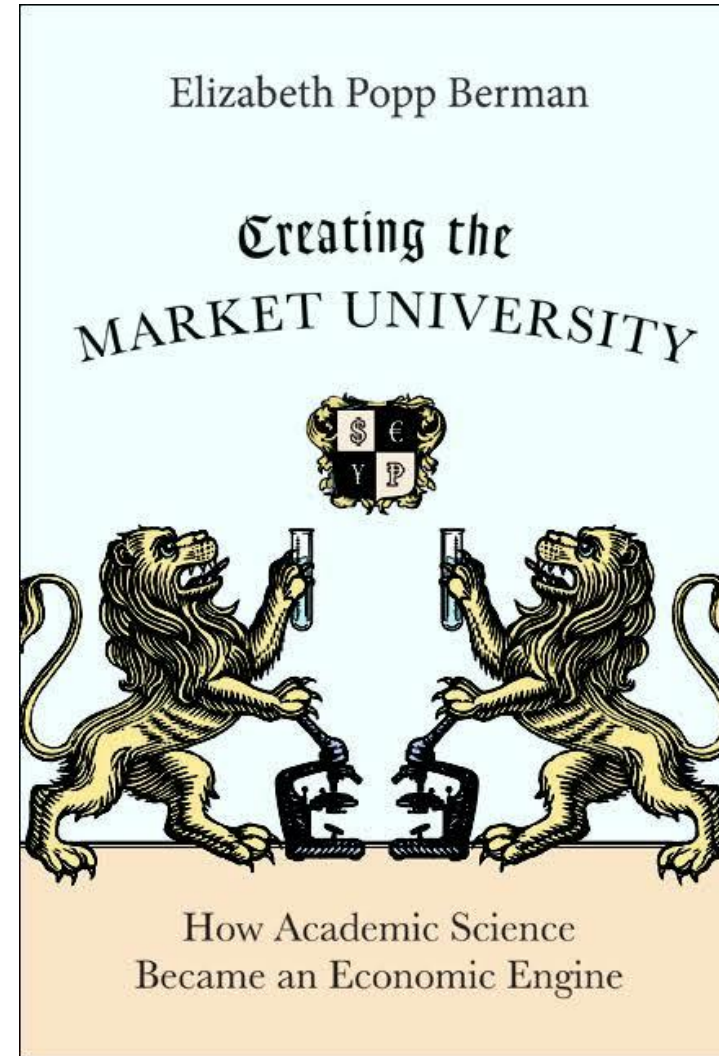
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The policy problematic of impact 'evaluation'

- 3 lemmas of modern research
 1. We invest in research because of the benefits it brings for our societies
 2. We evaluate our research to ensure that it delivers efficiently and to drive up quality
 3. We need to evaluate the impact of research to maximise societal benefits
- But how can we evaluate our research to improve the production of society benefits?
- What are the appropriate
 - Units of evaluation?
 - Scales of measurement?
 - Expectations of outcomes?
 - Importance vis-à-vis scientific quality?

The accidental agreement on AUTM indicators

- Donovan today:
- “Practice of assessing impacts have raced ahead of its theory, current events mean it is useful to stop and think about the implications of the different elements of assessing research impact;



The usual suspects of impact evaluation

- The emergence of a standard set of measures of research impact
 - Contract research income
 - Commercial income
 - License income
 - Patents/ patent income
 - Spin-off company formation

So who now believes in the transfer of widgets?

**Professor Geoffrey Crossick
Warden of Goldsmiths, University of London**

This talk was given at the Knowledge Futures Conference, organised at Goldsmiths 16-17 October 2009. It is intended to take forward the thinking in my May 2006 lecture to the Royal Society of Arts, subsequently published as a pamphlet, Knowledge transfer without widgets: the challenge of the creative economy. [http://www.goldsmiths.ac.uk/warden/creative-economy.pdf] Some of the early part of the talk recapitulates the argument, and some of the examples, from the 2006 lecture. It then moves on to consider what is distinctive, and what now seems to me to be less distinctive, about knowledge development and knowledge transfer in relation to the creative economy in comparison with other areas of research and industry.

Three years ago I argued in a lecture to the Royal Society of Arts that the ways in which knowledge is constructed in the creative disciplines, and in relation to the creative industries, was often very different from that in science and engineering. As a result, the ways in which knowledge is transferred is very different. The lecture questioned the conception of 'knowledge transfer' in relation to the creative sectors. It might work in relation to the invention and patenting of new widgets, I argued, but it doesn't work for the creative economy. I coined the phrase 'knowledge transfer without widgets', which became the title of the lecture.



Turning Science
into Business

PATENTING AND LICENSING
AT PUBLIC RESEARCH
ORGANISATIONS

OECD

Research Councils & “Impact Grailquesting”

- Widespread understanding that need to capture more

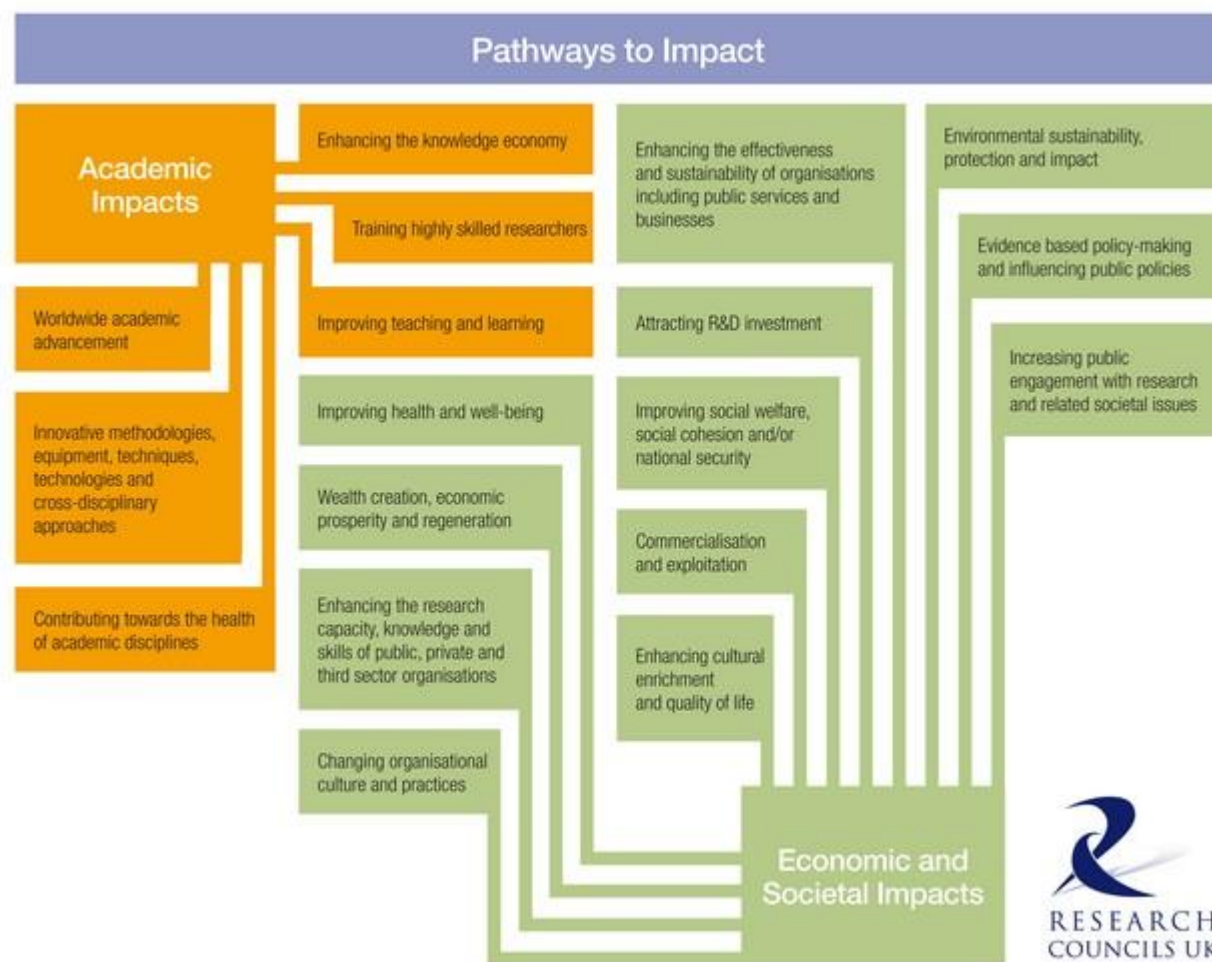
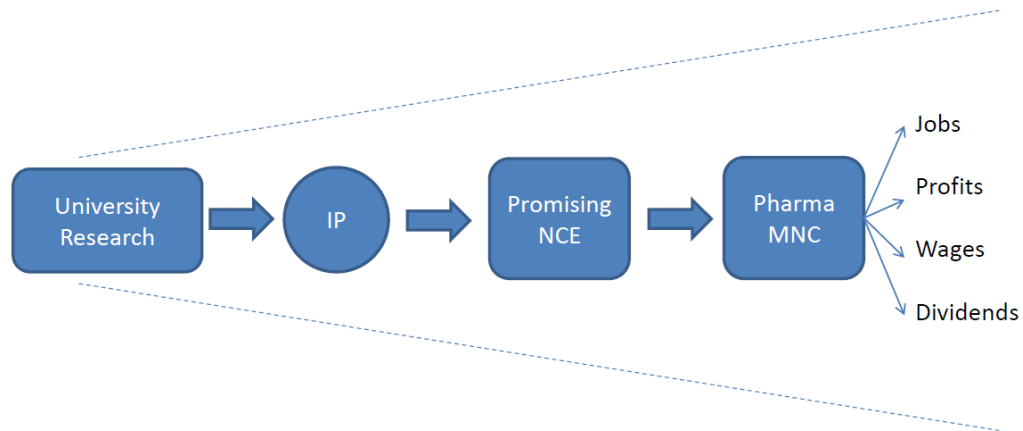


Table D1 Table with output indicators

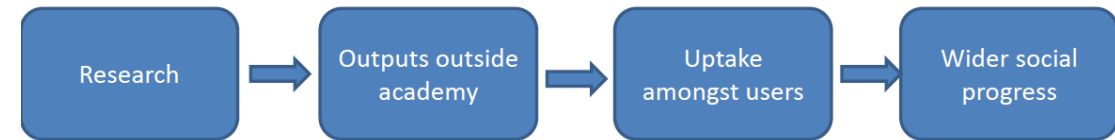
	Quality Domains	
	Research quality	Relevance to society
Assessment Dimensions	Demonstrable products <p>1. Research products for peers</p> <p>Examples of indicators:</p> <ul style="list-style-type: none"> - Research articles (refereed vs. non-refereed) - Scientific/scholarly books - Other research outputs (instruments, infrastructure, datasets, software tools or designs that the unit has developed) - Dissertations - ... - ... 	<p>4. Research products for societal target groups</p> <p>Examples of indicators:</p> <ul style="list-style-type: none"> - Reports (for example for policymaking) - Articles in professional journals for non-academic readers - Other outputs (instruments, infrastructure, datasets, software tools or designs that the unit has developed) for societal target groups - Outreach activities, for example lectures for general audiences and exhibitions - ... - ...
	Demonstrable use of products <p>2. Use of research products by peers</p> <p>Examples of indicators:</p> <ul style="list-style-type: none"> - Citations - Use of datasets, software tools, etc. by peers - Use of research facilities by peers - Reviews in scientific/scholarly journals - ... - ... 	<p>5. Use of research products by societal groups</p> <p>Examples of indicators:</p> <ul style="list-style-type: none"> - Patents/licences - Use of research facilities by societal parties - Projects in cooperation with societal parties - Contract research - ... - ...
	Demonstrable marks of recognition <p>3. Marks of recognition from peers</p> <p>Examples of indicators:</p> <ul style="list-style-type: none"> - Science awards/scholarly prizes - Research grants awarded to individuals - Invited lectures - Membership of scientific committees, editorial boards, etc. - ... - ... 	<p>6. Marks of recognition by societal groups</p> <p>Examples of indicators:</p> <ul style="list-style-type: none"> - Public prizes - Valorisation funding - Number of appointments/positions paid for by societal parties - Membership of civil society advisory bodies - ... - ...

The long shadow of the linear model

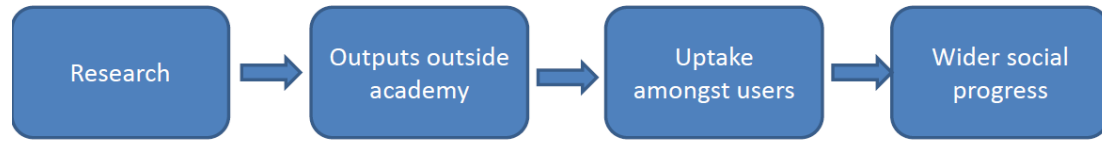
From technology transfer meta-theory



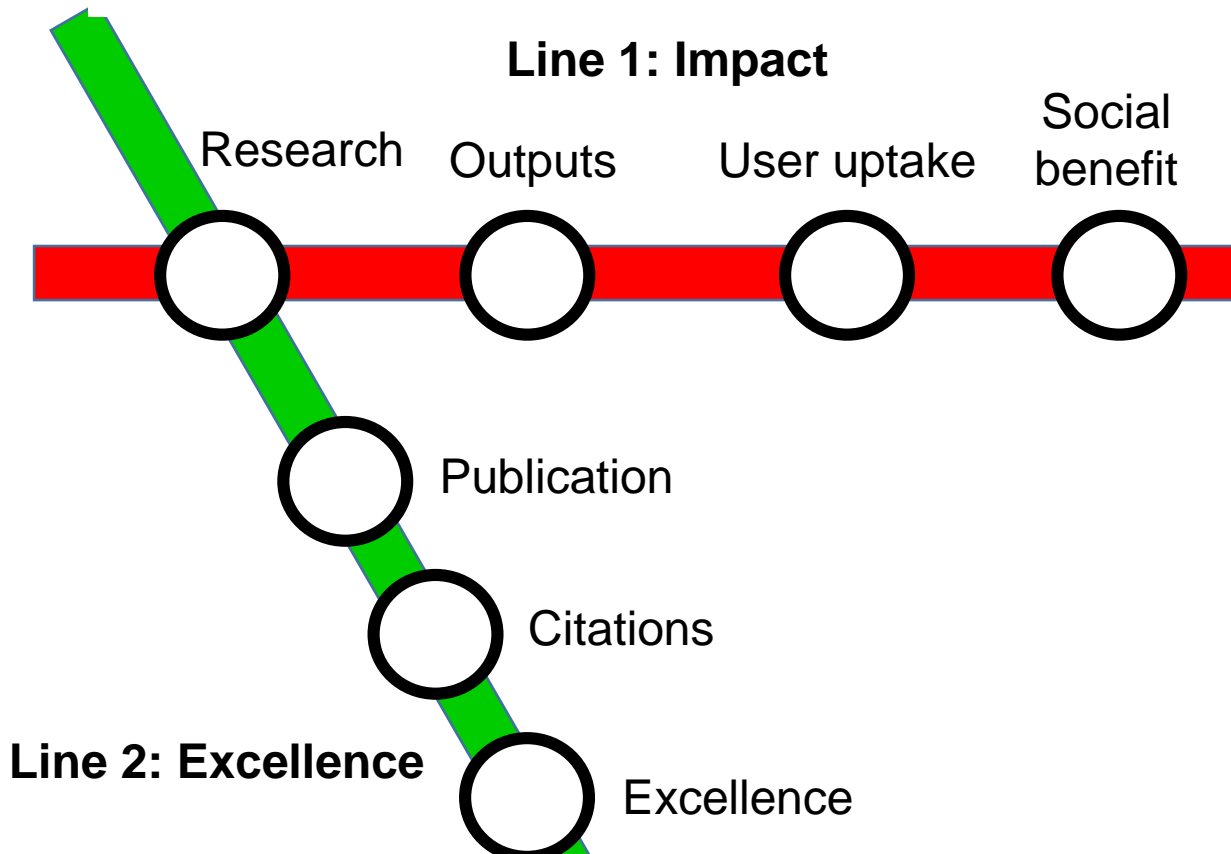
To a popular policy concept



Research impact as a train metaphor



- With a discussion over what the contribution of the research is to the train



The loss of the 'passengers' from the picture

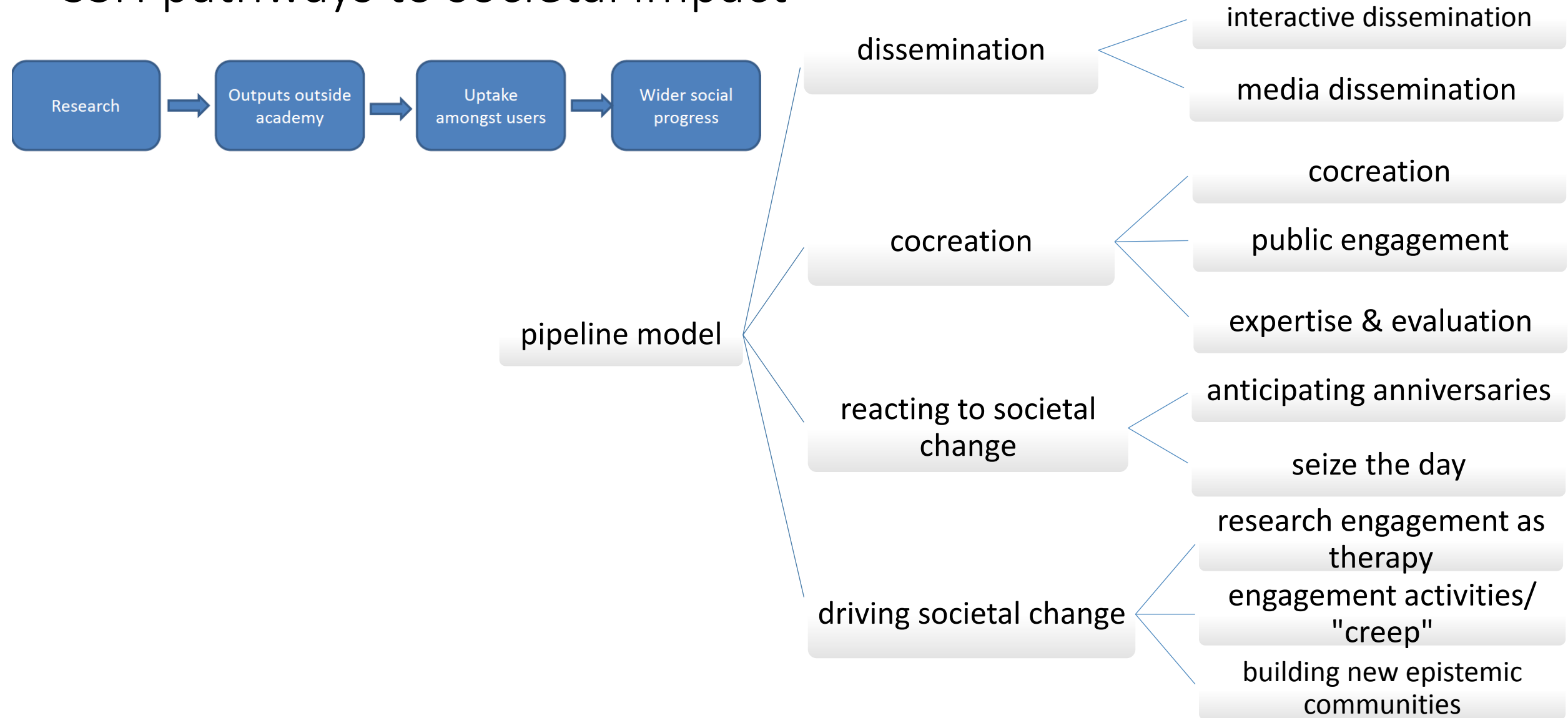


- The point of a transit system is not to run trains...
 - But to create value for passengers
- A transit system becomes taken-for-granted in allowing people to live good lives
 - Gulbrandsen "Research often makes a difference not because of special actions of researchers, but because of the actions and characteristics of various users"
- What the people do with the system more important than what the train allows
- Thinking about 'social journeys' rather than train rides

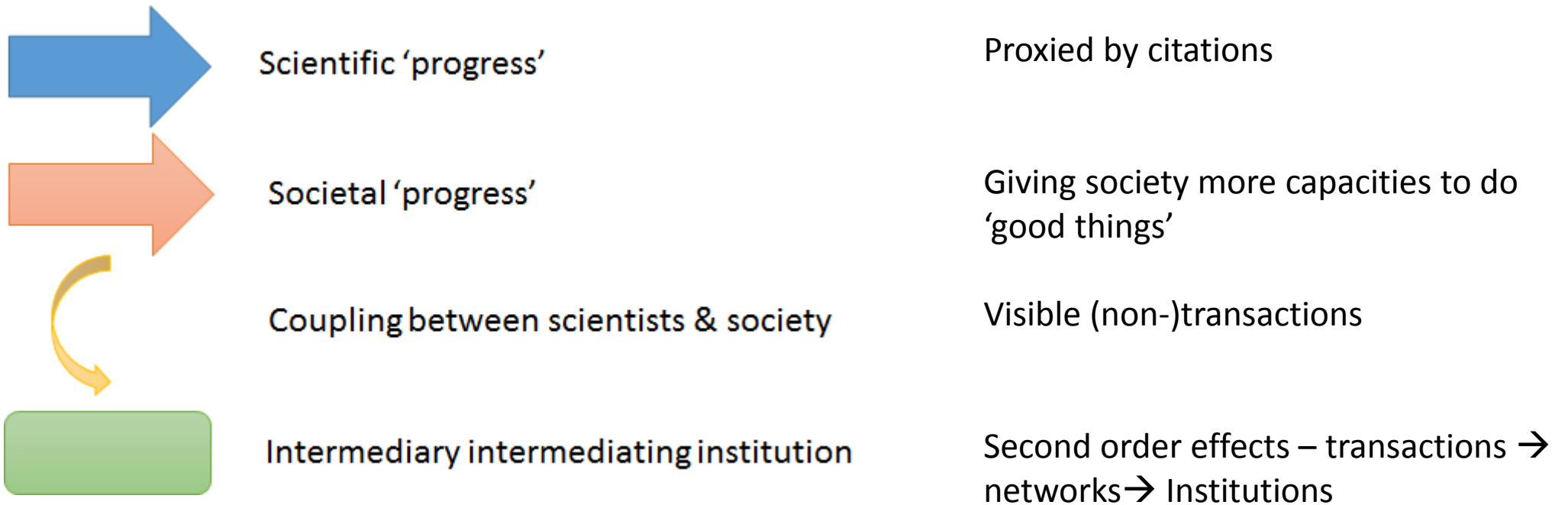
ENRESSH Project – working group 2

- European Network for Research Evaluation in Social Sciences & the Humanities
- 4 year COST Network with 31 participating countries
- Apr 2016-2020
- Seeking to better understand SSH evaluation of science excellence and scientific impact
- WG 2 Understanding societal impact
- Step 1 Creating an impact of typologies
- Fiches gathered – 65 fiches from 17 countries (including 4 from Norway)
- Developed typology of research impact pathways

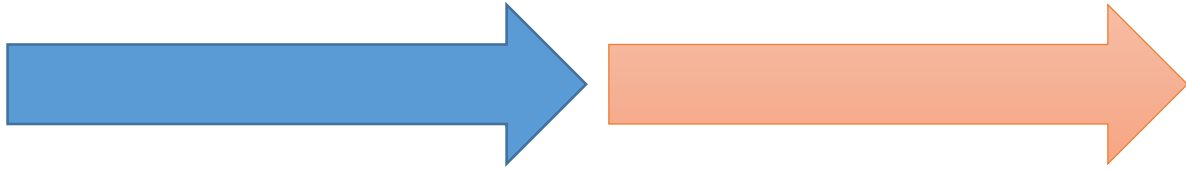
SSH pathways to societal impact



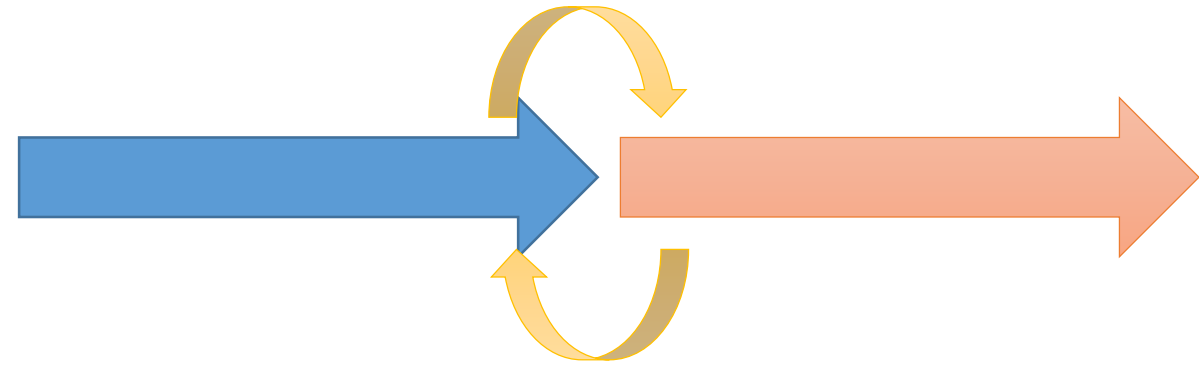
The key to the typology



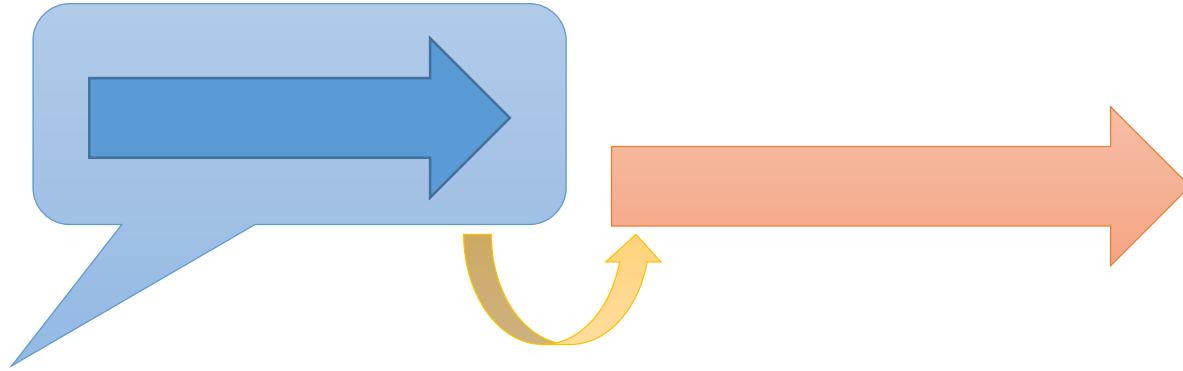
The Classical Pipeline Model



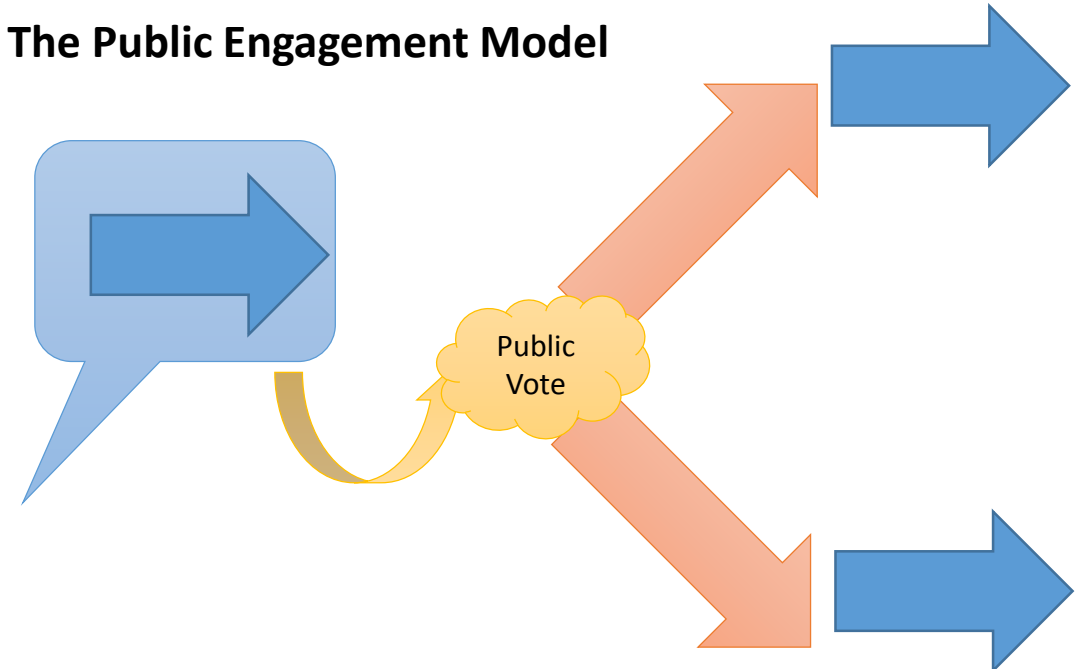
The Interactive Dissemination Model



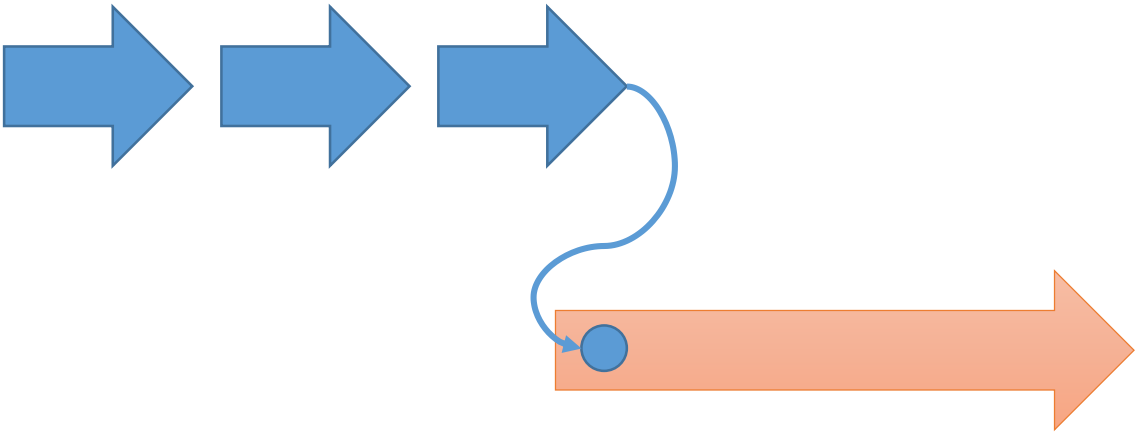
The Media Dissemination Model



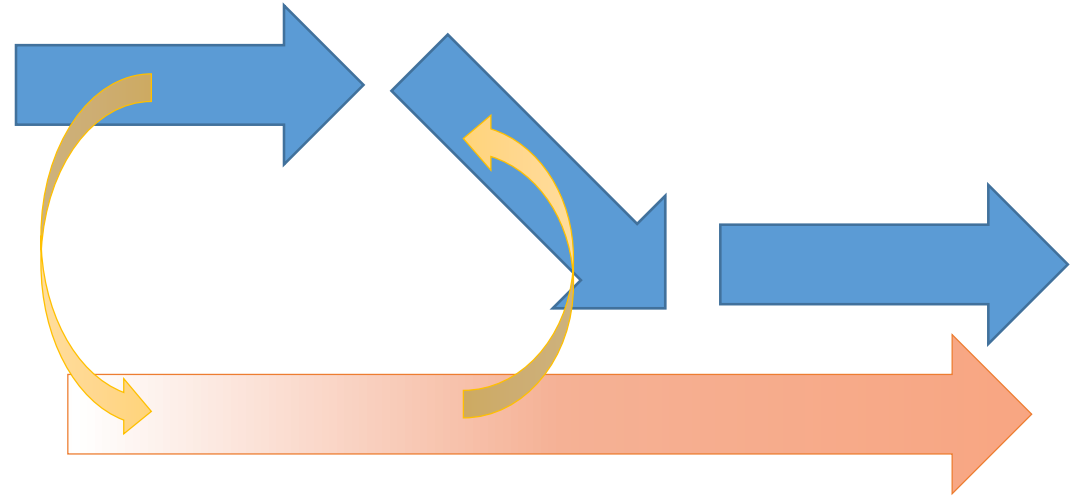
The Public Engagement Model



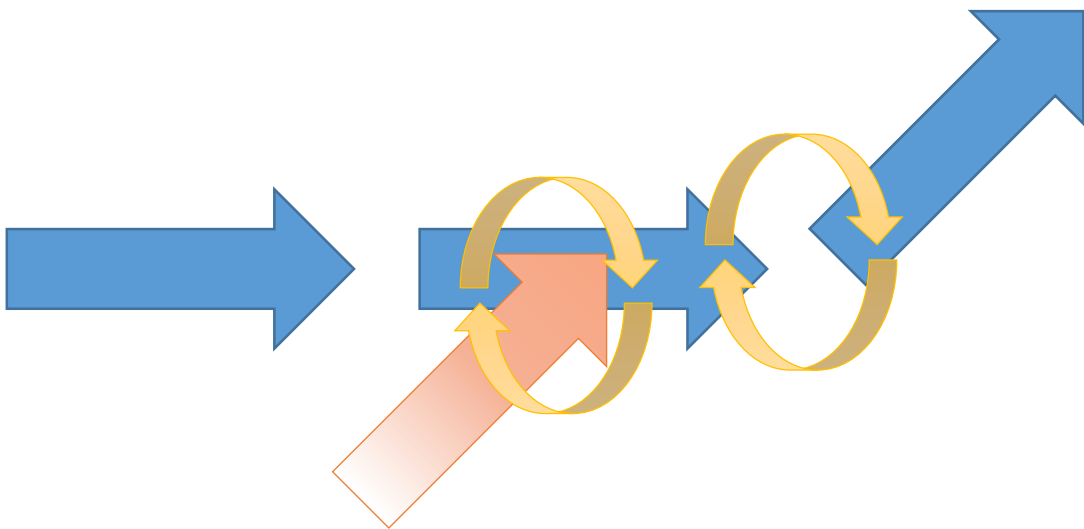
The Expertise & Evaluation Model



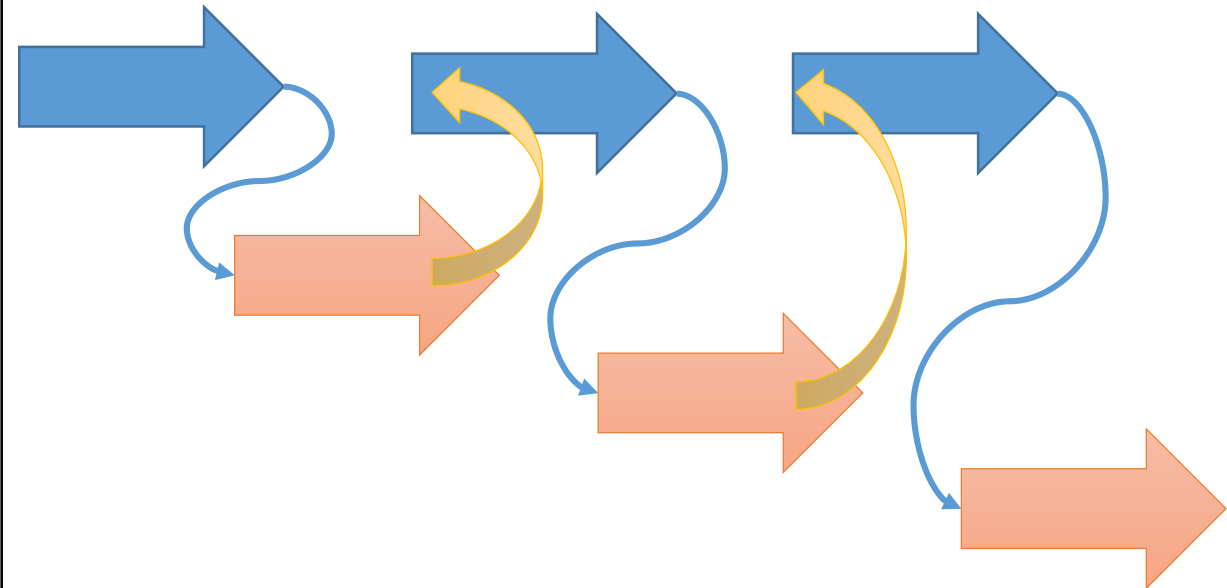
The 'Anticipating Anniversaries' Model



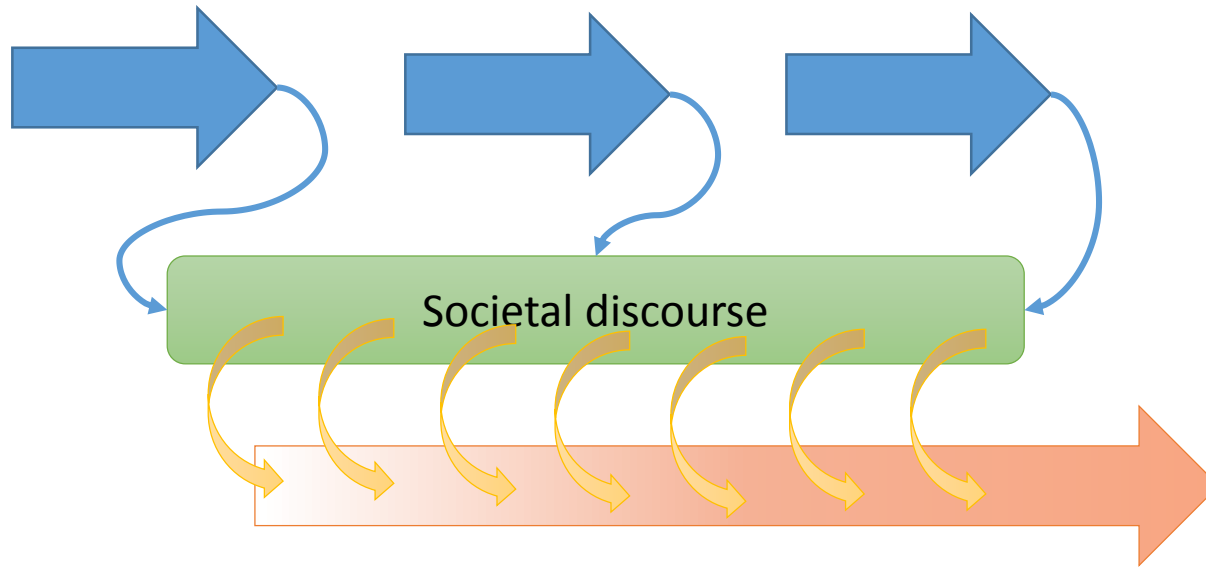
The 'Seize the Day' Model



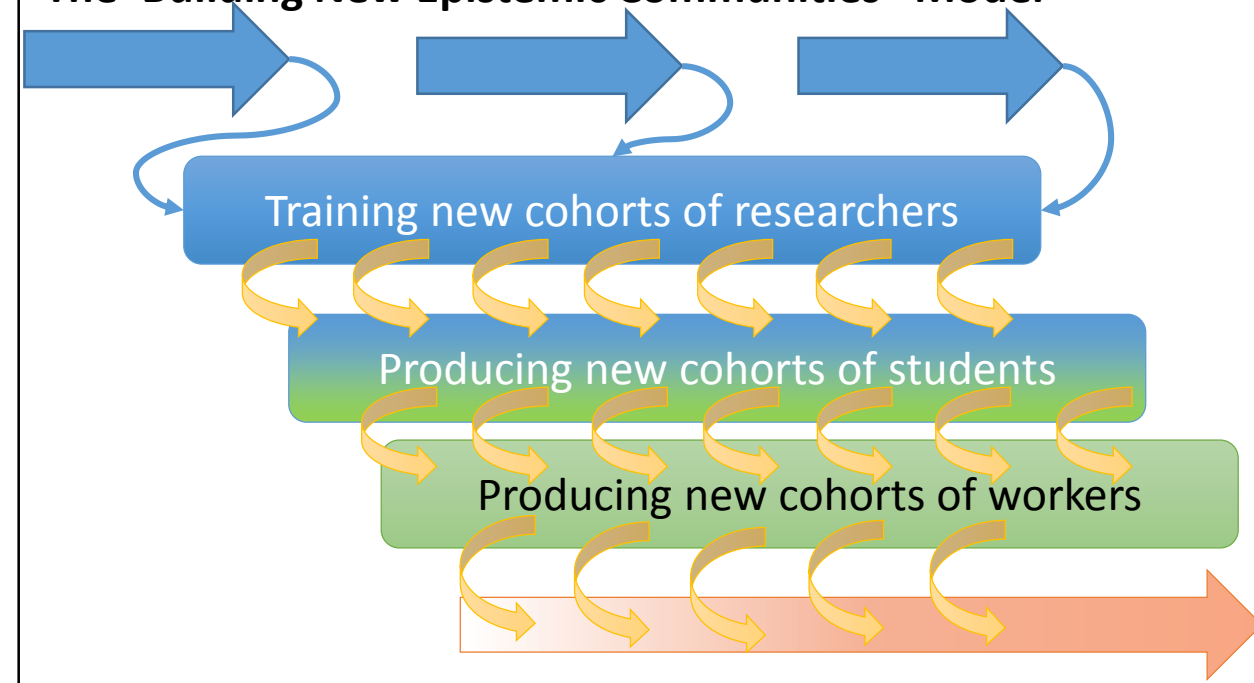
The "Research Engagement as Therapy" Model



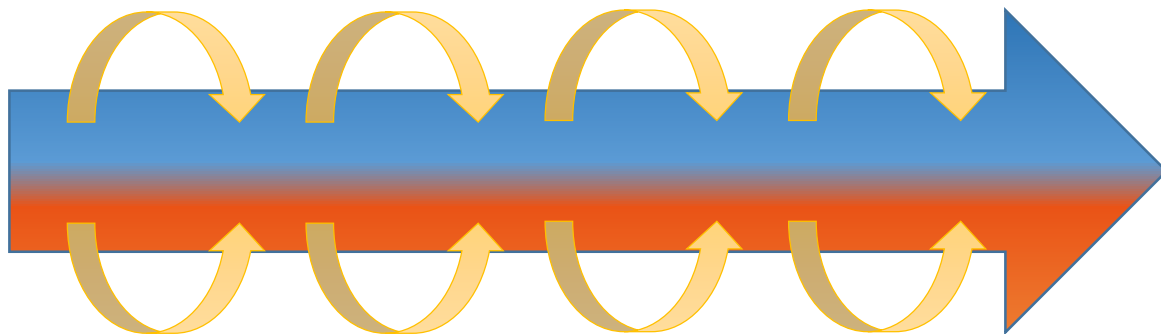
Knowledge “creeps” into society model



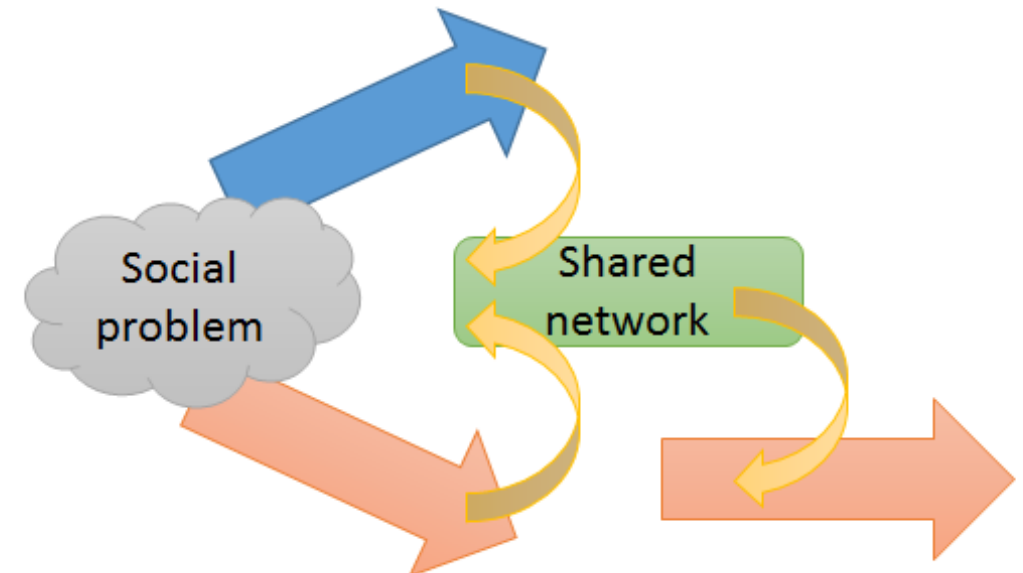
The ‘Building New Epistemic Communities ‘ Model

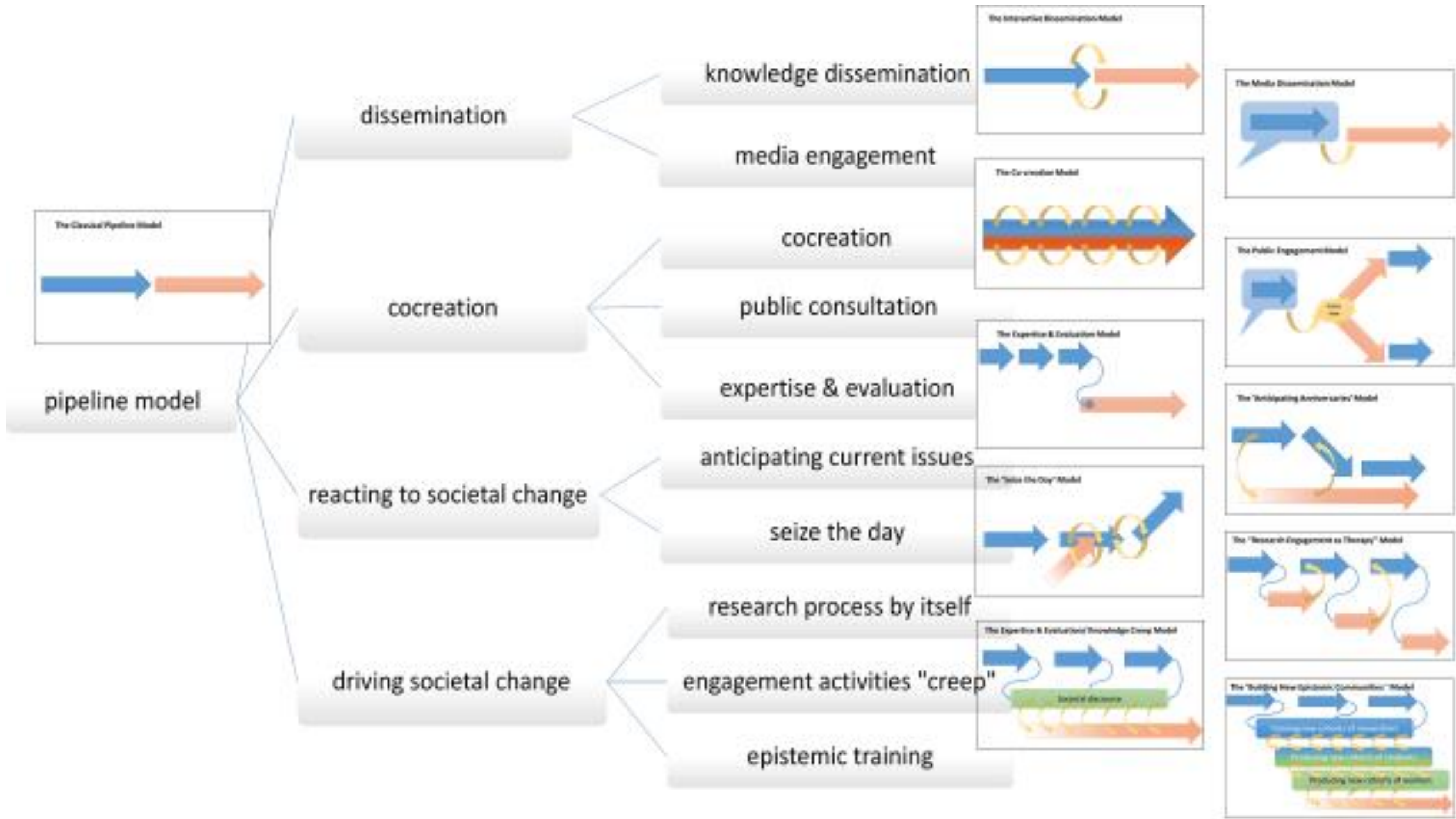


The Co-creation Model



The Social Innovation Model





Next steps in using this for evaluation

- Three more years to run in the project → evaluation framework
- Finalising the typology/ architecture/ elements/ dynamics
- Understanding the experiences of researchers on these pathways (incentives/ barriers)
- Understanding the role of evaluation systems on these incentive
- Identifying appropriate measures, mechanisms, techniques for making publics more visible in impact.