

ESSB HR Pilot: Two preliminary *Impact Profiles* and additional considerations

Societal impact of university research and education comes in many flavors. The request to create dedicated impact career profiles, as part of a HR pilot at ESSB, is a challenging one. Below, two preliminary 'impact profiles' for different career levels are presented. The profiles are generalizations from semi-structured interviews (n=19) with scientific staff, at UD- and UHD-level, from all ESSB departments. These interviewees were selected by their research directors based on current involvement with societal impact in their research and/or educational activities. As impact is complex, diverse and quite intangible, we present some additional considerations as context for the impact profiles.

Scope and context of the impact profiles

- Although many staff members 'do' impact in some way, time is almost never reserved for this work. If a university, and a faculty, is serious about realizing societal impact, impact activities of all staff members should explicitly be acknowledged, rewarded and stimulated. Many respondents thus doubt whether a 'separate' impact profile is appropriate, because in practice impact is highly integrated with education and research.
- We have designed the impact profiles therefore with a limited target population in mind (1-2 staff members per department). The profiles can play a symbolic, stimulating role as instruments of faculty strategy. This requires dedication of time, resources and support. In that way, being 'granted' or 'selected for' the impact profile could be perceived as recognition of, and an actual reward for, societal impact work.
- This limited scope entails that the faculty can make a normative choice about the kind of societal impact activities that it wants to stimulate. Ideally, all pathways to impact are supported faculty-wide, but specific types could be highlighted through these profiles. Although the preliminary profiles cover various impact pathways, they are slightly skewed towards (long-term) collaborations with public and private parties.
- These profiles can only play a small role in a broader cultural change where more aspects of academic work will be valued than just high-profile scientific publications; also the scientific merit of interdisciplinary, transdisciplinary and impact-inspired research should be recognized. And the university should provide the right environment (professional support, training and funding) for the realization of its societal impact strategy.

Use of the impact profiles

- Note that the different categories of activities are complementary. This means that the impact profile of each individual researcher (or project) consists of a unique combination of activities from the various sections.
- We have distinguished one executive profile with a smaller scope when it comes to scale, complexity and/or lead-time of projects (UD: Impact Initiator) and one strategic profile with a broader scope and a coordinating role between projects (UHD: Impact Inspirator). These profiles can be used both to reward people for the work they already do, or to stimulate capacity building and professional development in societal impact.
- We have used the 'Demonstrate achievements'-part to foster innovative experiments with self-assessment narratives and stakeholder involvement in evaluating societal impact. The listed indicators only serve as proxies for evidence of impact to support a broader narrative and a selection should always be made in light of the type of impact achieved.
- Even though these profiles are geared to individual staff members, this should also be occasion to value impact as shared responsibility and team effort. Especially the 'Impact Inspirator' profile focuses on enabling this experienced individual to embed impact in larger groups.

Impact Profile – 1 Initiator (UD)

Initiates and stimulates interactions with external parties and is actively committed to realizing societal impact in their own research and/or education

Activities	Professional skills	Demonstrate achievements (possible)
Collaboration and co-creation with societal parties <ul style="list-style-type: none"> • Initiates, builds and sustains relationships with societal parties • Dares to engage in new collaborations and shows perseverance to achieve results • Involves external actors in agenda-setting, data collection, dissemination and evaluation of a research project • Aware of and open to inter- and transdisciplinary opportunities • Supervises student internships and PhD projects at societal organizations 	<ul style="list-style-type: none"> • Environment Orientation • Empathy • Networking Skills • Oral communication • Entrepreneurship • Flexible in action • Planning & organization • Cooperating • Coaching • Integrity 	Self-assessment: Reflects in a narrative on how her/his/their impact related activities have contributed to societal challenges and new scientific research, as well as to maintenance of relationships with non-academic stakeholders. The narrative can contain the following parts: <ul style="list-style-type: none"> • Ambition for societal impact • Productive interactions with societal parties as part of relevant pathways to impact • Involved team effort and support services • Coupling to scientific research and merit • Challenges following from impact activities
Knowledge translation from and to society <ul style="list-style-type: none"> • Listens to problems of societal actors and translates these into research problems • Synthesizes and shares theories, models and empirical results with practitioners • Translates new results from scientific research into practically relevant advice • Supervises or evaluates change processes and policy implementations in practice 		Stakeholder assessment Invites relevant stakeholders to participate in project impact evaluation and/or self-assessment as part of learning process (e.g. 360 feedback)
Education and capacity building for impact <ul style="list-style-type: none"> • Develops courses in response to societal challenges, includes concrete problems from professional practice and invites external actors for guest lectures • Conducts professional skills training for students, phds and other staff • Develops and conducts post-graduate training for professional audiences 		Proxies for impact (non-exhaustive list of indicators; a relevant selection can support the narrative) <ul style="list-style-type: none"> • Signs of societal recognition as shown by citations, presentations and requests from stakeholders • Quality and quantity of relations with non-academic partners • Membership of transdisciplinary cooperative initiatives e.g. knowledge labs • Contributions to collaborative and consortia grant applications and acquisition of contract research • Number of supervised student internships and theses at societal organizations • Quality and quantity of total amount of non-academic output (e.g. datasets/reports) • Public appearances (quantity and role) at non-academic events and in media • Demonstrates integrity by, e.g. having a data management plan and ethical approval • Years of extra-academic experience
Public engagement <ul style="list-style-type: none"> • Responds actively to media requests and independently participates in public debate • Publishes regularly non-academic outputs that might be relevant for societal stakeholders 	Professional attitude <ul style="list-style-type: none"> • Intrinsically motivated to contribute to societal challenges • Pro-active and flexible • Diplomatic and/or provocative • Independent and open • Focuses on and acts on the possibilities and opportunities arising from society • Ensures continuous and open communication by setting a good example 	
Effective project management <ul style="list-style-type: none"> • Actively seeks opportunities for funding meant explicitly for research projects with high levels of stakeholder engagement that strives for creating societal impact • Writes a project plan with (e.g.) preconditions, planning and investment (budget and finance) • Is responsible for accurate and timely communication regarding the content, ethics, progress etc of the project to internal and external stakeholders • Contributes to a 'community of practice' by sharing experience within the EUR • Connects to the (impact) strategy of the EUR 		

Impact Profile – 2 Inspirator (UHD)

Engages in long-term interactions with external parties and structurally embeds societal impact as ambition and activity in a department's (team) efforts

Activities**Collaboration and co-creation with societal parties**

- Initiates, builds and sustains relationships with societal parties
- Dares to engage and involve others in new collaborations
- Involves external actors in agenda-setting, data collection, dissemination and evaluation of research projects and long-term programs
- Aware of and open to inter- and transdisciplinary opportunities
- Uses an active 'off-campus' presence to act as gatekeeper for less experienced colleagues
- Arranges opportunities for student internships and PhD projects at societal organizations

Knowledge translation from and to society

- Anticipates problems of societal actors and translates these into research problems
- Translates new results from scientific research into practically relevant advice
- Supervises or evaluates change processes and policy implementations in practice

Education and capacity building for impact

- Oversees implementation of societal challenges in education curricula (content and skills)
- Develops and monitors post-graduate training programs for professional audiences
- Conducts professional skills training for students, phds and other staff

Public engagement

- Uses long-standing relations with media outlets to steer public debate
- Strategically uses non-academic outputs to inform societal stakeholders effectively

Engaged impact leadership

- Develops impact vision to stimulate new and diverse impact strategies and pathways
- Integrates societal impact with other departmental activities and organizational strategies
- Monitors projects and programs, e.g. planning, personnel, budget and finance
- Contributes to a 'community of practice' by sharing experience and networks within EUR and in national and international networks
- Has an eye for differences between team members, allotting diverse roles in impact activities and supports academic staff as regards their societal impact
- Actively strives for making impact a team-venture amongst EUR colleagues
- Connects and gives shape to the (impact) strategy of EUR

Professional skills

- Vision
- Binding Leadership
- Environment Orientation
- Networking Skills
- Persuasiveness
- Monitoring progress
- Cooperating
- Oral communication
- Entrepreneurship
- Integrity

Professional Attitude

- Pro-active and flexible
- Diplomatic and/or provocative
- Aware of cross-discipline developments
- Focuses on and acts on the possibilities and opportunities arising from society
- Ensures continuous and open communication by setting a good example
- Demonstrates strategic and long-term impact orientation
- Effectively supporting early career researchers

Demonstrate achievements (possible)*Self-assessment:*

Reflects in a narrative on how her/his/ their impact related strategies have structurally contributed to societal challenges and new scientific research, as well as to a stimulating impact environment in the department.

The narrative can contain the following parts:

- Ambition for societal impact
- Productive interactions with societal parties as part of relevant pathways to impact
- Involved team effort and support services
- Coupling to scientific research and merit
- Challenges following from impact activities

Stakeholder assessment

Invites relevant stakeholders to participate in impact strategy evaluation and/or self-assessment as part of structural and departmental learning process

Proxies for impact (non-exhaustive list of indicators; a relevant selection can support the narrative)

- Signs of societal recognition as shown by (recurring) presentations, (renewed) collaborations, etc.
- Quality and quantity of relations with non-academic partners and support services
- Establishment or direction of transdisciplinary cooperative initiatives e.g. knowledge labs
- Number of collaborative and consortia grants initiated, and contract research projects acquired
- Number of (partly) externally funded PhD's
- Quality and quantity of total amount of non-academic output (e.g. datasets/reports)
- Editor of practice-oriented special issues/books
- Public appearances (quantity and role) at non-academic events and in media
- Years of extra-academic experience