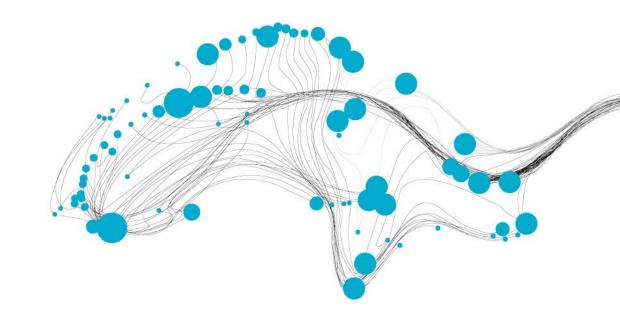
Welcome to our session

IMPACT-BY-DESIGN

DRAFTING, ASSESSING AND REWARDING PERFORMANCE AND LEARNING THROUGH IMPACT THINKING

R&R FESTIVAL, 13 APRIL 2023



FOR TODAY

MODERATORS

Wiebke Eberhardt (Strategy & Policy)

Jeroen Jansen (Program manager R&R)

Fran Meissner (Assistant professor at Faculty of ITC)

Joost Teuben (Capacity Development & Impact Officer at Faculty of ITC)

PROGRAMME

WELCOME (5 minutes)

UT's FOCUS ON IMPACT (5 minutes)

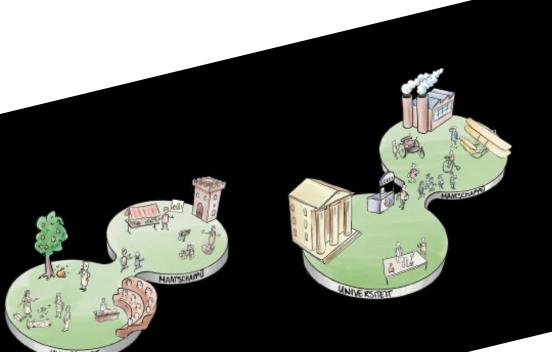
AN IMPACT-DRIVEN CAREER TRACK (10 minutes)

CHALLENGES AND OPPORTUNITIES (10 minutes)

SUBGROUP DISCUSSIONS (30 minutes)

CONCLUSIONS AND TAKE-AWAYS (15 minutes)

UTilizing our impact potential







1st Generation: University of Bologna Objective: Education

2nd Generation: **Humboldt University** Objective: Education &

Research

3rd Generation:

MIT

Objective: Education, Research & Societal

Value Creation

4th Generation: Emerging objective: Generating impact (via talent, knowledge, network & facilities)

IMPACT-DRIVEN CAREER TRACKS

- We generate impact via
 - Education
 - Research
 - Innovation
- Working definition of impact: the positive change on, or benefit to, people and their environment through our activities

How to evaluate / assess impact?

Impactbased education

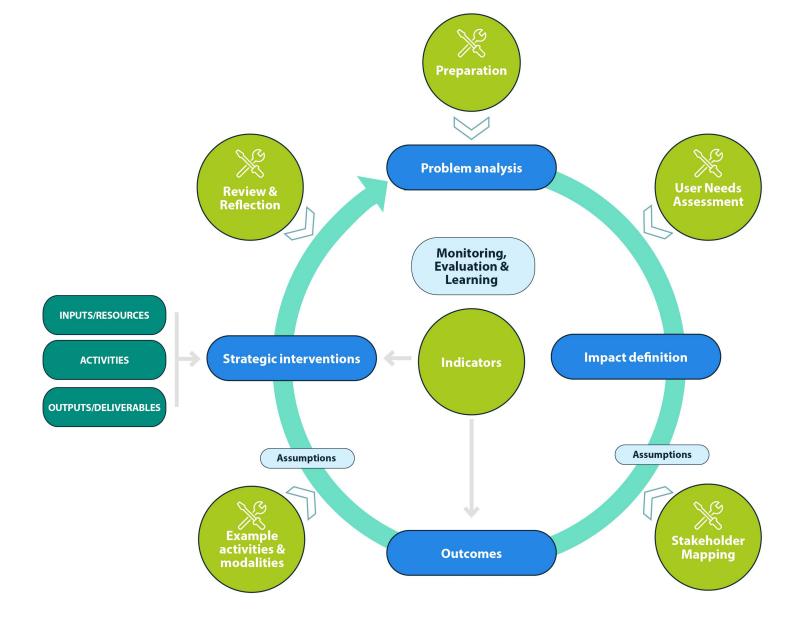
Academic citizenship Leadership for impact

Impactbased research

Team work

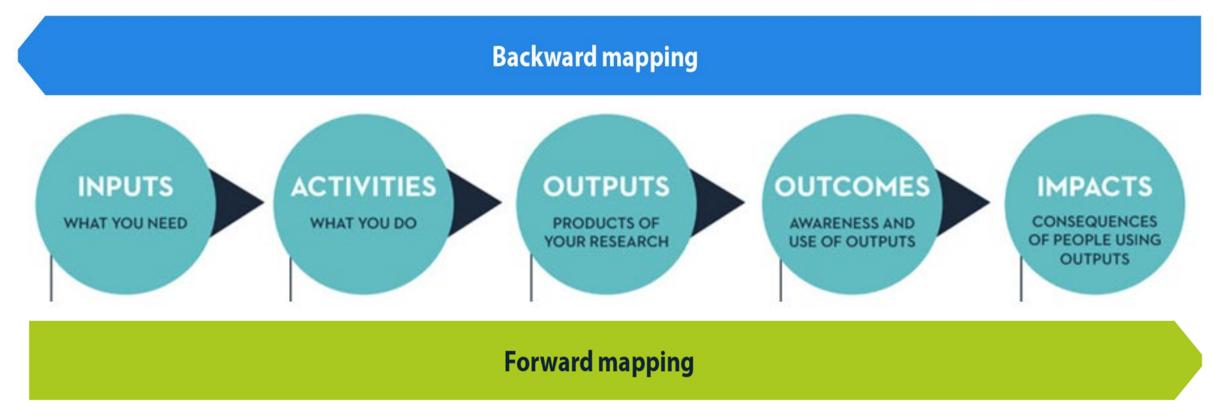






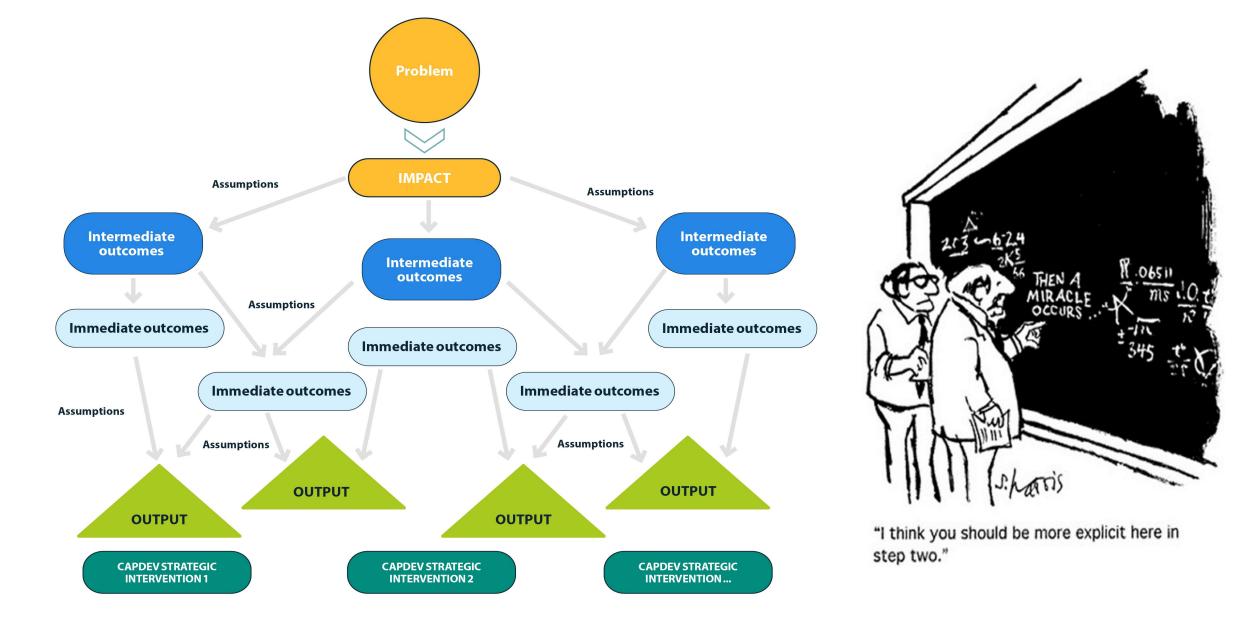
HOW CAN A "THEORY OF CHANGE" SUPPORT IMPACT-DRIVEN ASSESSMENT APPROACHES?

DESIGN PHASE



IMPLEMENTATION PHASE

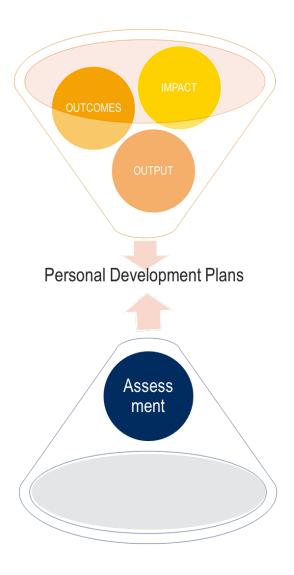
THE APPROACH



THE APPROACH

Problem Context statement analysis OUTCOMES Personal Development Plans Assess ment

THE PROCESS



Step 1a:

understanding the impact approach and ToC model (staff)

Step 1b:

understanding the impact approach and ToC model (assessors)

Step 2: developing the strategic pathways to impact (outcomes and outputs)

Step 3: identifying personal and academic challenges (activities and resources)

Step 4: developing the assessment indicators

THE PROCESS





THE TOC APPROACH IN PRACTICE

Relevance and vision for the Tenure Track Profile: Critical Geodata Studies and Geodata Ethics

Key scientific shift

Move from data scarcity to data abundance has changed the field of geoscience in profound ways that are insufficiently understood from a social scientific and ethics perspective.

Key societal concern

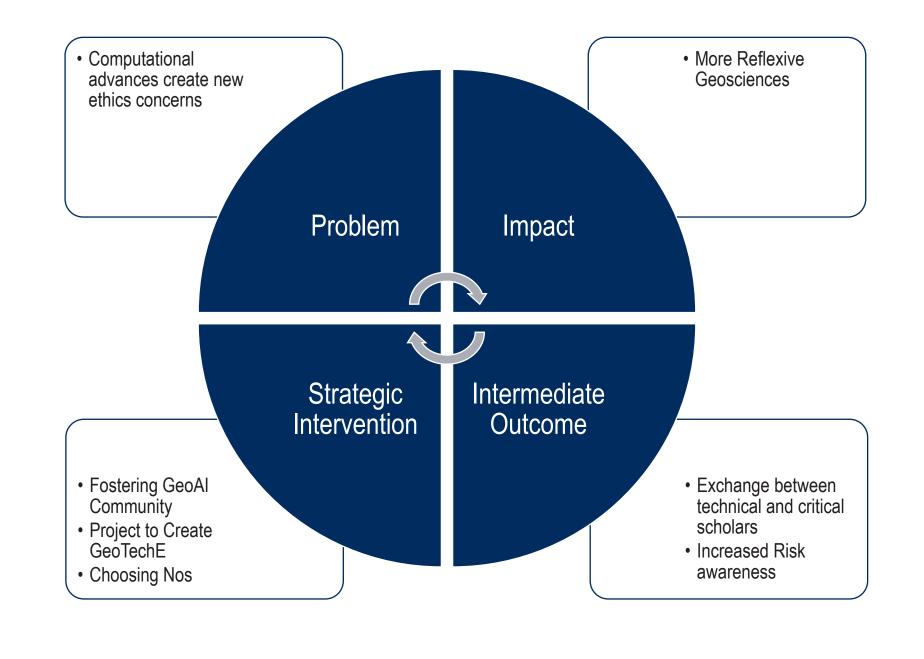
Geodata driven technologies are (becoming) crucial infrastructures of our everyday lives and the implications and logics of their development and impacts are poorly understood, --leaving too much room for the (re)production of new and old inequalities and potentially harmful lock-in into infrastructural designs that will impact on generations to come.

More reflexive and responsible geosciences through critical appraisal of practices and technologies. The ten* year impact plan **Building foundations** Critical Geo-Scholars engage more proactively Established Field of Critical Geotechnology Goal: Collaboratively consolidate the field of critical geotechnology studies. with critical data and technology scholars to identify new avenues of research. Studies _ Technically oriented geoscientists are more Activity:. Establish three interconnected research lines aware of the risks related to re-enforcing Internationally recognized key expert collective. (The Twente School) Digital Urban Borderland Technically oriented geoscientists value social scientific examination of their work. Privilectation Project
 Urban Mobility Dass Ecosysteme
 Mismition-Technologies and Octies
 Collaborations
 Pitch Project Udiets
 Supporting PtD Applications
 Funding meetings with BMS, EBMCS, ET Academics focus on rewarding team Transdisciplinary team science projects. achievements and realistic workloads. Discourse Users of geotechnologies are more aware of how those technologies impact on their everyday Observing Cities Develop conceptual paper and explore Funding Options
 Support (loint BMS/ITO PhD populations) Urban residents can better identify and democratically engage with geotechnologies. nnovative methods for raising awareness about socio-technical nature of geotechnologies. Geodata technologies producers recognise wider technological infrastructures they are part of and the societal implications these have. Goal/Activity:. Shape processes and structures of operation. Policy makers more readily question the politics behind geodata technologies. Faculty **Ethics Committee** (Junior) scholars are trained to bridge the University Young Academy University of Twente NWO SGW Tafel Critical research can change research practice despite prevailing power asymmetries. There continues to be a push for more and field specific research ethics. Getting involved in University politics will change longstanding structures that academia operates within. There is a need to have the right institutional frameworks to

I can obtain funding to grow my profile focus.



^{*}The specific number of years to achieve different outputs may vary depending on availability of inputs and circumstances. In my talk I will highlight some possible indicators that might show that those outputs have been (partially) achieved.



Relevance and vision for the Tenure Track Profile: Critical Geodata Studies and Geodata Ethics

Key scientific shift

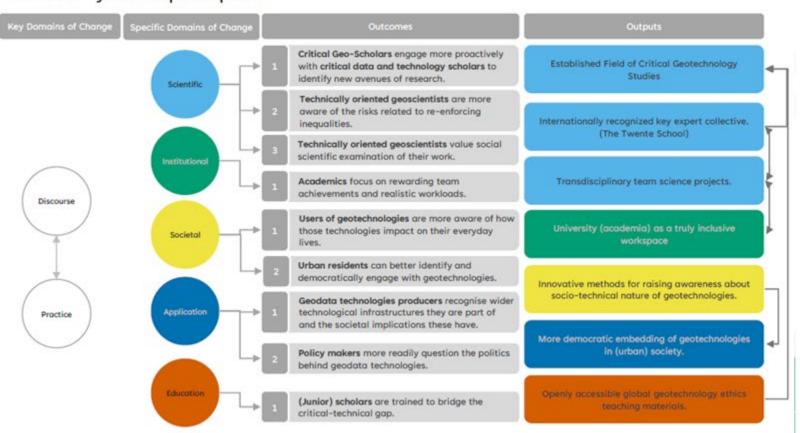
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Needed Impact

More reflexive and responsible geosciences through critical appraisal of practices and technologies.

The ten* year impact plan





OPPORTUNITIES AND CHALLENGES







- and impact thinking
- Balance between qualitative/quantitativ e criteria
- Presenting and visualising progress
- Focus on (personal) development





- Mixed expertise (staff and assessors)
- Subjective
- Way of questioning
- Presentation of the ToC
- Hard metrics vs narrative
- Complexity







TO DISCUSS:

WHEN APPLYING THE TOC

QUESTION 1 – What are the **opportunities and barriers** of this impact-driven assessment approach?

QUESTION 2 – How to **evaluate** someone's performance progress and (partially) replace quantitative criteria during the assessment?

QUESTION 3 – What are the **enabling conditions** required for the organisational embedding of this assessment approach?







TAKE-AWAYS

Thank you !!!

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