*Welcome to **day 3 of** the international course on*

Access to EU research funding by stimulating and demonstrating societal impact

7-11 December, hosted online from The Hague

AESIS

NETWORK FOR
ADVANCING & EVALUATING THE SOCIETAL IMPACT OF SCIENCE

DAY 3

#EUF2020
@AESISNET

Access to EU research funding through societal impact

7-11 December 2020

OVERVIEW OF THE COURSE

Monday 7 December – Welcome and introduction to EU research funding through impact
Anika Duut van Goor, Jan Andersen and Danielle de Boer

Tuesday 8 December – Methods for impact assessment and developing an EU research strategy
Simon Kerridge and Danielle de Boer

Wednesday 9 December – Building collaborations between Universities and Universities of Applied Sciences and building an impact infrastructure
Bruno van Koeckhoven and Esther de Smet

Thursday 10 September – Understanding the changing EU R&I landscape and Strengthening cross-border research collaborations
Otto Bruun and Brigita Serafinavičiūtė

Friday 11 December – Horizon Europe grant writing and closing
Cecile ten Kate and Yvonne Vermonden
Case study presentations

OVERVIEW OF TODAY'S PROGRAMME

Bruno van Koeckhoven

Building collaborations between Universities and Universities of Applied Sciences

- What are Universities of Applied Sciences (& Arts)? And what about Applied Research?
- Positioning of Universities of Applied Sciences within the EU context: UAS4EUROPE

Positioning of Universities of Applied Sciences within the EU context

- Fact and figures

Esther de Smet

Training researchers to become impact literate

- Scope
- Decisive duo
- Structured approach

Institutional infrastructure and support: the case of Ghent University

- A role for research administration: meet the EU team
- IDC coordinators acting as knowledge brokers and supporting impact creation

Bruno van Koeckhoven

Project Coordinator & EU Affairs Manager
at Hogeschool PXL (PXL UAS & Arts)

AESIS

Access to EU research funding by stimulating and demonstrating societal impact

Wednesday 9 December 2020
9u – 11u

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PXL UNIVERSITY OF APPLIED SCIENCES AND ARTS

Elfde-Liniestraat 24, 3500 Hasselt, Belgium, www.pxl.be

Previous jobs:

Secretary-General (part-time)	**Universities of Applied Sciences Network (UASnet)**	**February 2017 – December 2019**
Policy Advisor	**Flemish Council of Universities of Applied Sciences and Arts (VLHORA)**	**May 2011 – July 2019**
Advisor	**Belgian Parliament – Senate – Cabinet of Minister**	**december 2004 – november 2010**
Deputy Advisor	**Commissionary-General for Refugies and Stateless Persons**	**februari 1999 – december 2004**

European Union
European Social Fund
Investing in jobs and skills

Interreg
Vlaanderen-Nederland
Europees Fonds voor Regionale Ontwikkeling

Life

Interreg
Euregio Maas-Rhein
EUROPEAN UNION

Creative Europe

Erasmus+
KA2: CAPACITY BUILDING IN HIGHER EDUCATION

PXL UNIVERSITY OF APPLIED SCIENCES AND ARTS

> 10 000 students

1150 staff members

•PXL-Research

- 7 centres of expertise
- 3 cells of expertise
- applied research or practice based research
- academic research in the field of Arts (PhD's)

i (in cooperation with Hasselt University)

PXL-Congress:

100.000 visitors yearly
conferences seminars and events

Roots in the region, eyes on the world

UNIVERSITY OF APPLIED SCIENCES AND ARTS

9 departments

7 campuses

in Hasselt, Diepenbeek, Genk, Corda, Maasmechelen, Droneport …

42 study programmes

- 17 professional bachelors (EQF level 6)
- 24 specialisations
- 1 master in visual arts (EQF level 7)
- 1 educational master in visual arts (level 7)
- 1 educational teacher training
- 1 short educational bachelor
- 16 short-cycle programmes (level 5)

PXL-BUSINESS
PROFESSIONELE BACHELOR
- **Bedrijfsmanagement (allround)**
- **Bedrijfsmanagement met afstudeerrichtingen:**
  - Accountancy-fiscaliteit
  - Financie- en verzekeringswezen
  - Logistiek management
  - Marketing
  - Rechtspraktijk
- **Office management met afstudeerrichtingen:**
  - Business translation & interpreting
  - Business & languages
  - Health care management
- **Mogelijke keuzetrajecten binnen beide opleidingen:**
  - Vastgoed
  - International business
  - Eventmanagement
  - Human resources
  - Sportmanagement

GRADUAATSOPLEIDINGEN
- **Accounting administration**
- **Transport en logistiek met afstudeerrichtingen:**
  - Wegvervoer
  - Magazijnbeheer
- **Marketing- en communicatie-support met afstudeerrichtingen:**
  - Marketingsupport
  - Communicatiesupport
- **Verkeerskunde en mobiliteit**
- **Winkelmanagement**
- **Juridisch-administratieve ondersteuning**
- **Marketing (Sales)**

PXL-EDUCATION
EDUCATIEVE BACHELOR
- **Kleuteronderwijs**
- **Lager onderwijs**
- **Secundair onderwijs**
  met onderwijsvakken:
  Aardrijkskunde, Bedrijfsorganisatie, Bewegingsrecreatie, Economie, Engels, Frans, Geschiedenis, Gezondheidsopvoeding, Informatica, Lichamelijke opvoeding, Natuurwetenschappen (incl. Biologie of Fysica), Nederlands, Niet-confessionele zedenleer, Plastische opvoeding, Project algemene vakken (PAV), Project kunstvakken (PKV), Techniek (STEM), Wiskunde
  Extra keuzemodules: RZL (godsdienst), cultuureducator, ICT-coördinator, sportcoach, instructeur fitness, methodeonderwijs, filosoferen met jongeren ...
- **Verkorte educatieve bacheloropleiding voor secundair onderwijs**

GRADUAATSOPLEIDINGEN
- **Educatieve graduaatsopleiding voor secundair onderwijs**

PXL-MUSIC
PROFESSIONELE BACHELOR
- **Pop- en rockmuziek met afstudeerrichtingen:**
  - Muzikant
  - Muziektechniek
  - Muziekmanagement

PXL-HEALTHCARE
PROFESSIONELE BACHELOR
- **Ergotherapie**
- **Verpleegkunde**
- **Vroedkunde**

GRADUAATSOPLEIDINGEN
- **Verpleegkunde (PIVH)**

PXL-SOCIAL WORK
PROFESSIONELE BACHELOR
- **Sociaal werk met afstudeerrichtingen:**
  - Maatschappelijk werk
  - Personeelswerk

GRADUAATSOPLEIDING
- **Orthopedagogie**

PXL-GREEN & TECH
PROFESSIONELE BACHELOR
- **Agro- en biotechnologie met afstudeerrichtingen:**
  - Biotechnologie met keuzetrajecten:
    - Cel- en gentechnologie
    - Omgevingstechnologie
    - Voedingsmiddelentechnologie
  - Groenmanagement
- **Bouw**
- **Elektromechanica met afstudeerrichtingen:**
  - Klimatisering
  - Onderhoudstechnologie

GRADUAATSOPLEIDINGEN
- **Bouwkundig tekenen**
- **Elektromechanische systemen met afstudeerrichtingen:**
  - Onderhoudstechnieken
  - Meet- en regeltechnieken
- **Hernieuwbare energiesystemen**
- **HVAC-systemen met afstudeerrichtingen:**
  - Klimatisatiesystemen
  - Verwarmings- en sanitaire installaties
- **Werforganisatie (vanaf 2020) met afstudeerrichtingen:**
  - Woningbouw
  - Wegenbouw

PXL-DIGITAL
PROFESSIONELE BACHELOR
- **Toegepaste informatica met afstudeerrichtingen:**
  - Applicatie-ontwikkeling
  - Systemen en netwerkbeheer
  - Software-management
- **Elektronica-ICT**

GRADUAATSOPLEIDINGEN
- **Programmeren**
- **Informatica (Systemen en netwerken)**
- **Internet of things**
- **Industriële informatica (digitale vormgeving) (vanaf 2020)**

PXL-MEDIA & TOURISM
PROFESSIONELE BACHELOR
- **Communicatiemanagement met afstudeerrichtingen:**
  - Public relations en voorlichting
  - Commerciële communicatie
- **Bachelor of Communication management (o.v.) (Engelstalige bachelor) met afstudeerrichtingen:**
  - Commercial Communication
  - Public Relations and Information
- **Journalistiek**
- **Toerisme en recreatiemanagement**

PXL-MAD School of Arts
(PXL - LUCA - UHASSELT - KULEUVEN)
BACHELOR EN MASTER OF ARTS
- **Beeldende kunsten met afstudeerrichtingen:**
  - Grafisch ontwerp
  - Juweelontwerp en edelsmeedkunst
  - Vrije kunsten met keuzetrajecten:
    - Keramiek
    - Open lab
    - Schilderkunst
    - Sculptuur & installatie
    - Vrije grafiek
- **Educatieve master Audiovisuele in de beeldende kunsten**
- **Master of Arts in Visual Arts (Engelstalige master) met afstudeerrichtingen:**
  - Graphic Design
  - Jewellery, Silver- & Goldsmithing
  - Fine Arts

PXL RESEARCH

PXL BIO-RESEARCH

PXL BOUW EN ENERGIE

PXL INNOVATIEF ONDERNEMEN

PXL LOG-IC

PXL MAD-RESEARCH

PXL MUSIC-RESEARCH

PXL ONDERWIJSINNOVATIE

PXL SMART ICT

PXL SOCIAL WORK-RESEARCH

PXL ZORGINNOVATIE

FACTS AND FIGURES

RESEARCH & SERVICE TO CIVIL SOCIETY

2018

149 contracts

205 researchers

151 research projects

2 PhD's

NIEUW!

UHASSELT

347 Cooperations with companies & social profit

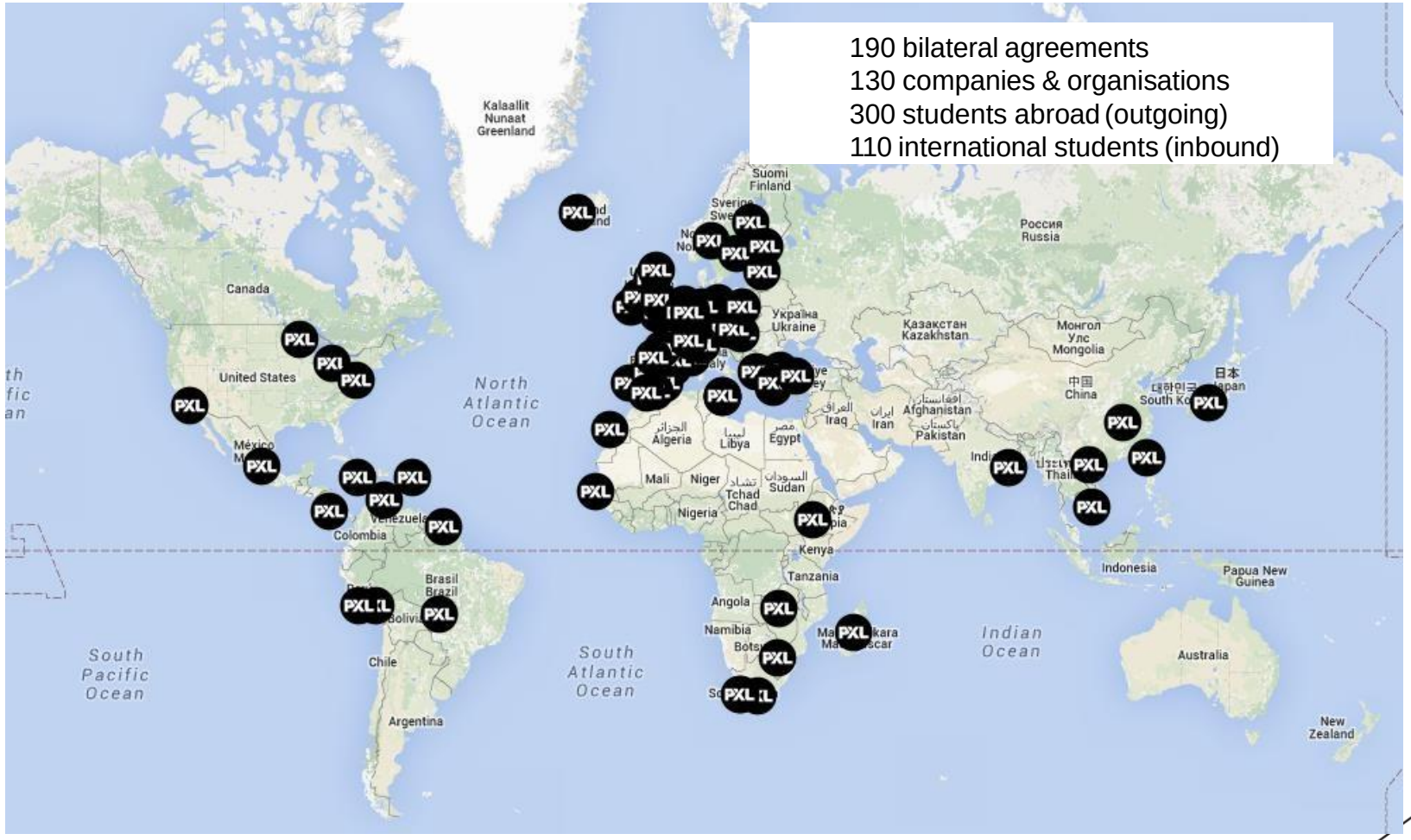
26 International projects

- BIO-RESEARCH
- BOUW EN ENERGIE
- INNOVATIEF ONDERNEMEN
- LOG-IC
- MUSIC-RESEARCH
- ONDERWIJSINNOVATIE
- RESEARCH i.s.m. UHasselt
- SMART ICT
- SOCIAL WORK-RESEARCH
- ZORGINNOVATIE

UNIVERSITY OF APPLIED SCIENCES AND ARTS

#onderzoekmetimpact #HogeschoolPXL www.pxl.be/research

International Network



UNIVERSITY OF APPLIED SCIENCES AND ARTS

AESIS

Access to EU research funding by stimulating and demonstrating societal impact

Wednesday 9 December 2020 9u – 11u

Building collaborations between Universities & Universities of Applied Sciences (and Arts)

Positioning of Universities of Applied Sciences within the EU context

1. What are UAS(A)'s? What kind of research UAS(A)'s are doing?
2. Building an EU-consortium: taking an active role in the EUresearch strategy
3. UAS's as newcomers on the EU-level: looking for collaboration and partners
4. Measuring impact of research by UAS's: RDI-indicators

<< The story of UASnet and UAS4EUROPE >>

Bruno Van Koeckhoven

PXL Research

UNIVERSITY OF APPLIED SCIENCES AND ARTS

Elfde-Liniestraat 24, 3500 Hasselt, Belgium, www.pxl.be

UASnet
universities of applied sciences network

Founded in 2011 - 2019

EARTO
IMPACT DELIVERED

Founded in 1999

UAS 4 EUROPE
Universities of Applied Sciences for Europe

Founded in 2016

eua EUROPEAN UNIVERSITY ASSOCIATION

Founded in 2000

EURASHE
European Association of Institutions in Higher Education

Founded in 1999

UASnet

universities of applied sciences network

Bruno Van Koeckhoven
Ex-Secretary-General of UASnet
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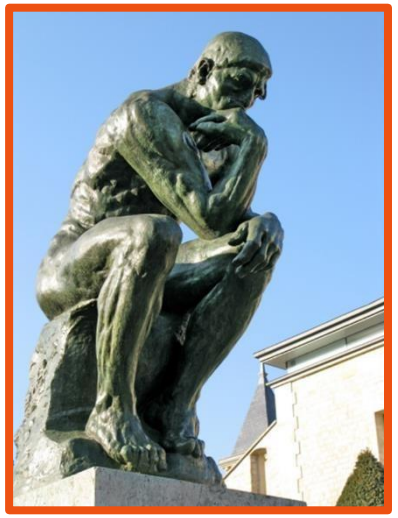


Universities of Applied Sciences? UAS?

Fachhochschüle

Hogescholen

Écoles supérieures et d'arts

Erhvervsakademi

Institutos Superiores Politécnicos

Institutes of Technology

Scuole Universitarie Professionale

Yrkeshögskolor

Hochschule für angewandte Wissenschaften

University Colleges

Ammattikorkeakoulut

Hautes Écoles Spécialisées

Rakenduskõrgkool

Kolegija

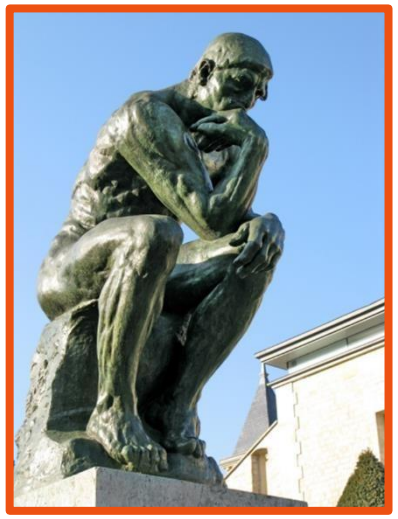
Technische Hochschüle

Instituti Superiori Politécnici

Høyskoler

Veleučilišta

Universities of Applied Sciences & Arts



Universities of Applied Sciences? UAS?

How to create visibility?

Who are we?

How to explain the difference with other research actors?

How do we explain our research and innovation actions?

Applied Research by UAS?

Praxis

Applied Research =
practice based research

A quick return on investment

Impact

1) Focus on practical solutions
2) User-oriented and collaborative research
3) Scientific and methodical research
4) Multdisciplinary research
5) Regional connectors with SME's, public institutions, NGO's …

Involvement of students
= interns in research projects

Regional connectors: big firms, SME's, not for profit institutions

Solving the Innovation Paradox

Members

⇒ represented through national or regional associations of UAS (rectors' conferences)
(e.g. Vlaamse Hogescholenraad (VLHORA), Vereniging Hogescholen (VH),…)

8 EU-countries

1. Finland	25 UAS	Henrik Wolff (Arcada UAS)
2. Denmark	7 UAS	Lene Augusta Jørgensen (UCN UAS)
3. Estonia	9 UAS	Anne Kraav (Talinna Tehnika UAS)
4. Lithuania	23 UAS	Nijole Zinkeviciene (Vilniaus Kolegija)
5. The Netherlands	36 UAS	Marjolijn Brussaard (Artez UAS Arts)
6. Belgium:		
a) Flanders	13 UAS	Eric Vermeylen (VLHORA)
b) Wallonia	19 UAS	Cedric Bister (Synhera)
7. Ireland	12 UAS/IOTI	Jennifer Brennan (THEA)
8. Portugal	20 UAS	Armando Pires (Setubal UAS – CCISP)
TOTAL	**157 UAS (< 1 million students)**	

Founded in 2011

The Eduprof-project 2008-2011
Creation of UASnet in 2011

Mission & Strategy

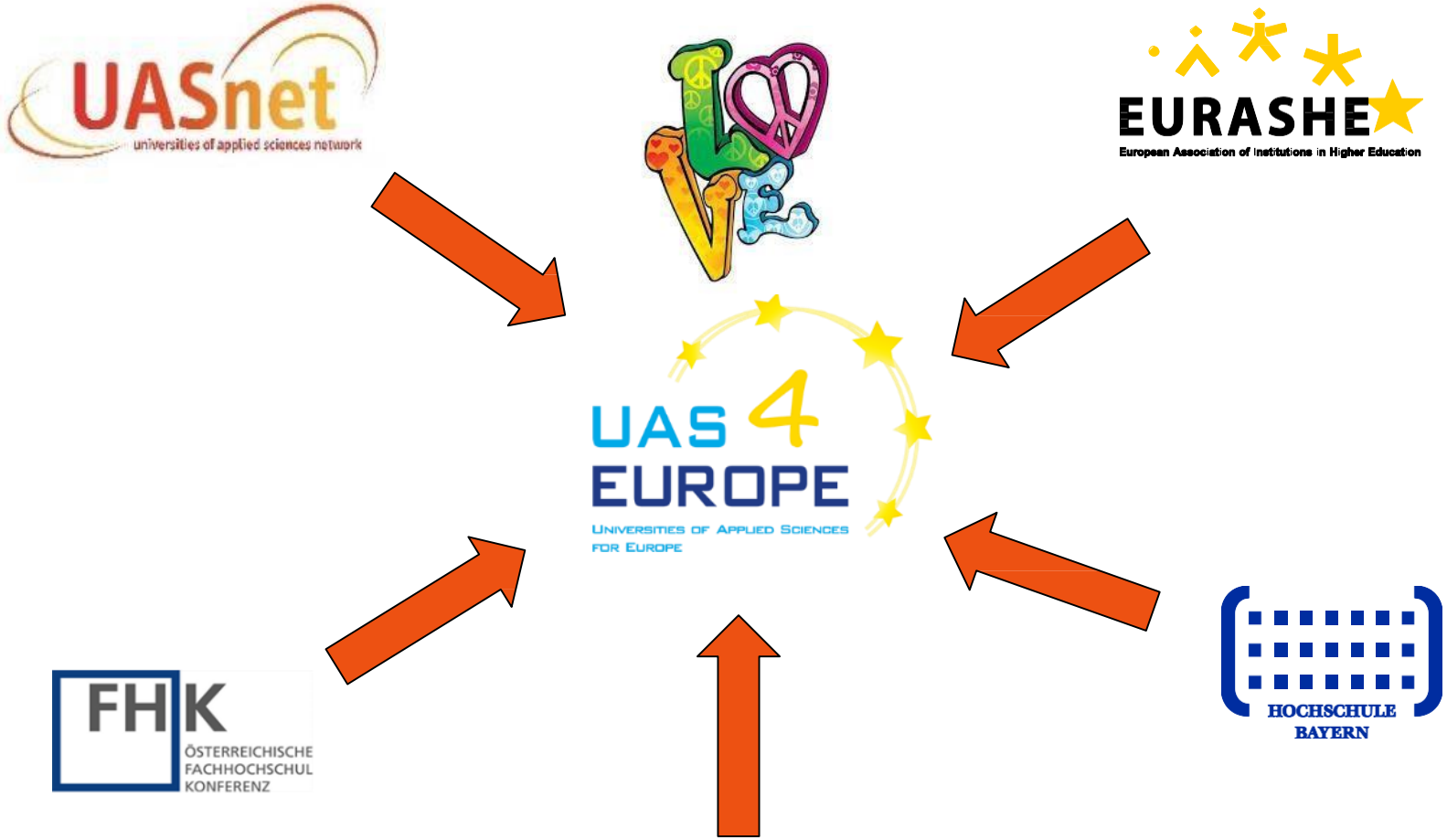
1. Ensuring visibility of Universities of Applied Sciences
2. Ensuring visibility of their applied research activities
3. Providing matchmaking possibilities for European researchers
4. Offering information on European research programmes
5. Stimulating UAS to participate in European programmes

Goals

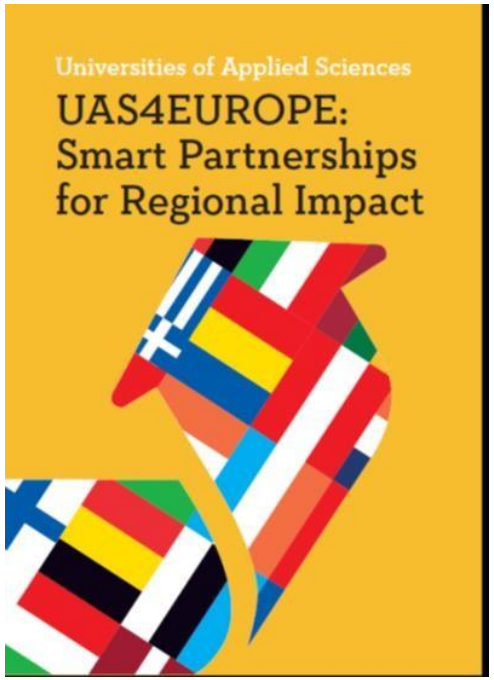
1. As a spokesperson to lobby with EU-stakeholders (Parliament, Commission, Council, etc.)
2. Networking & matchmaking activities between UAS in Europe
3. Enhance the cooperation between UAS:
   - collecting good practices
   - collecting facts and figures to brand ourselves
   - mapping the UAS research priorities

General Assembly of UASnet

Summer of Love - 2016



swissuniversities



"Europe needs more and stronger involvement of the Universities of Applied Sciences" - March 2017

- Robert-Jan Smits DG RTD

EURASHE	June 2016 – June 2017
Swiss UAS	June 2017 – June 2018
UASnet	June 2018 – June 2019
Austrian UAS (FHK)	June 2019 – June 2020
Bavarian UAS	June 2020 – June 2021

| Founding Organisations |

Representing over 600 institutions in over 40 countries within and outside the European Higher Education area

Representing the Swiss Chamber of the 7 UAS of Switzerland

Representing all 21 UAS of Austria

Representing all 36 publicy-funded UAS of the Netherlands

Representing all 8 UAS of Denmark

Representing 24 UAS in Finland

Representing 12 German UAS

Representing 24 German UAS

Representing all 20 UAS of Bavaria

current UAS4EUROPE representative

Mission Statement

UAS4EUROPE aims to strengthen the voice of universities of applied sciences (UAS) in Europe in the field of applied research and innovation. It is both a networking platform for exchanging knowledge and for reaching out to European institutions and other European stakeholders to ensure a better integration and visibility of UAS in Europe's research-and innovation policies and programmes.

The goal is to provide a common voice and to create visibility for UAS at European level and to strengthen the involvement of UAS in European policies and programmes. We further aim to highlight the particular roles of UAS and their value in Europe:

1. as smart regional connectors
2. as international key players
3. as competent project partners and project leaders for European programmes
4. as consulting bodies on research and innovation
5. as contributors to European entrepreneurship

Through these roles, UAS4EUROPE stresses the importance of the correlation between high-quality education and applied research. In practice this could be through education labs, internships and workplace learning by students.

One major challenge of EU research and innovation programmes has been to increase their impact on society. The vital role of UAS as a transmission mechanism connecting knowledge creation to citizens, small and medium-sized companies as well as public institutions in their region has not been fully realized. Europe as a whole will benefit from more actively capitalizing on the role of UAS as connectors linking citizens, companies (especially SMEs) and public institutions.

Contact: Karin Lukas-Eder BayFOR Representative / EU Liaison Office in Brussels
Phone: +32 (0)2 5134121 E-mail: info@uasforeurope.eu

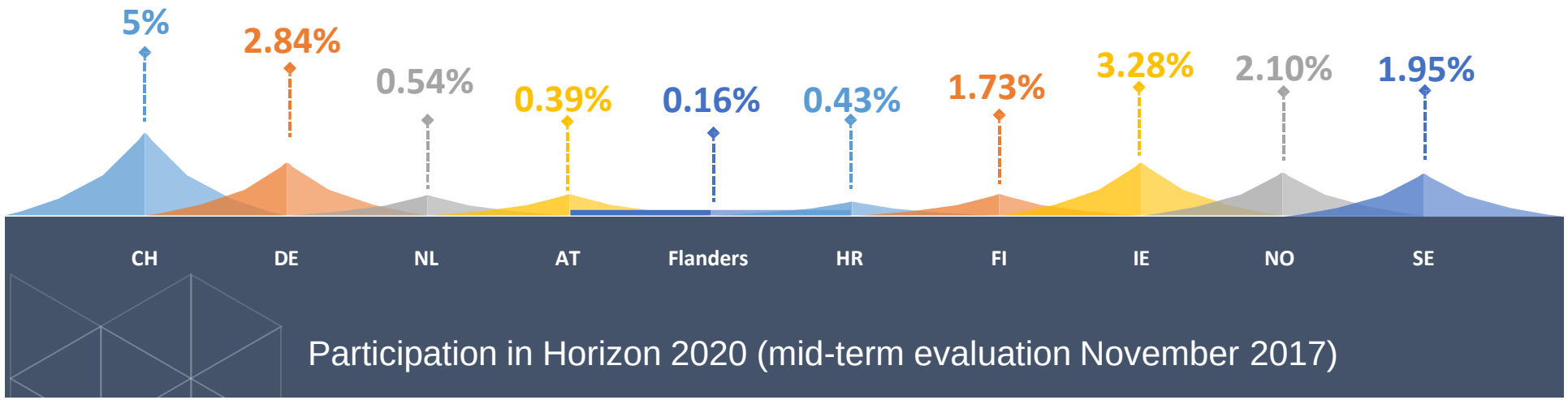
Break

*We will be back at **10.05 (GMT+1)***

UAS4EUROPE Organisation Committee

@ Bavarian Representation to the EU

1. Data Analysis



Participation in Horizon 2020 (mid-term evaluation November 2017)

Source: Data extracted from the open data portal in September 2017

2. Position Papers

POSITION PAPER ON FP9

UAS4EUROPE, the networking platform for universities of applied sciences (UAS) in Europe, presents its position paper on the ninth European Framework Programme for Research and Innovation (FP9). UAS4EUROPE believes that the universities of applied sciences have an important role to play in FP9. Horizon 2020 is a first and much appreciated step forward to cover the full research and innovation chain in which opportunities are within reach also for UAS. However, based on our statement on the mid-term evaluation on Horizon 2020, contribution to the European Innovation Council (EIC) and the UAS4EUROPE position paper, as well as our internal FP9 survey, we would like to provide our recommendations for a new programme that will even better integrate UAS.

Main recommendations

- Include **Smart Partnerships for Regional Impact (SPFRI)**, which fosters the collaboration between, universities of applied sciences, academic universities, RTOs, companies, regions and other public and private stakeholders with strong added value on the basis of excellence.
- An increase of the budget to **EUR 120 billion** for seven years while at the same time ensuring genuine research funding within the Structural Funds.
- Keep the **three-pillar-structure**
- Ensure **better integration of social sciences and humanities (SSH)** and simultaneously the **inclusion of broader themes relevant to UAS**, such as social work, artistic design and research, applied linguistics, educational sciences and a broader understanding of the health profession.
- **Address problems and challenges with achieving genuine synergies with Structural Funds**
- Focus on **all forms of innovation**, from incremental to disruptive and breakthrough innovation, but also social innovation and business model innovation.
- **Make FP9 as simple as possible**
- **Ensure a truly 'open to the world' FP9**

UAS4Europe Position paper on FP9

Croissant Event @ Swiss embassy to the EU

3. Croissant Events

"UAS play a key role in the ambitions of the new Framework Programme (FP9) of the European Commission"

- Kurt Vandenberghe, Director Policy Development at Directorate-General Research (RTD) of the European Commission

Croissant Event
- 28 Februari 2018 (Swiss Embassy)

4. Lobby

Jean-Eric Paquet
Director-General
DG RTD
European Commission (EC)

Members of Parliament (MEP)
Parliamentarian Commission ITRE

What We Do

5. Conferences

UAS4EUROPE-Conference – 15 March 2017

- 240 participants from UAS's in Europe
- 25 European countries

UAS4EUROPE Conference – 2 April 2019

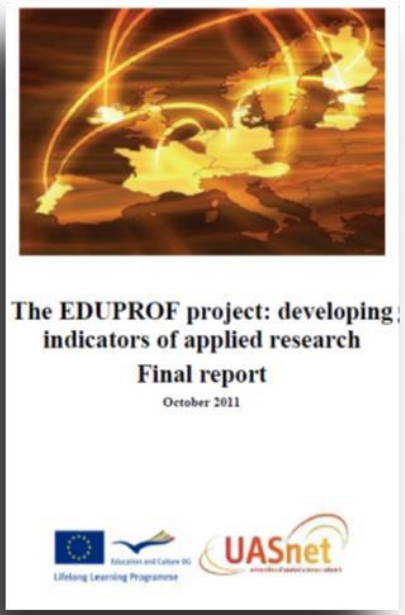
"Beyond Horizons - The future of applied research in Europe"

- 202 individual attendees
- 20 European Countries

Working Group RDI-Indicators of UAS

- Meetings on 5 December 2018 and 21 February 2019
- 11 European countries

Research and Innovation Indicators - project



Developments

1. Research & Innovation Working Group - 5 December 2018 - Brussels

- proposal of VLHORA-research indicators (since 2012)
- definitions of input & output-research indicators
- Finland, Estonia, Lithuania, The Netherlands, Flanders & Wallonia, Ireland, Austria, Switzerland, Portugal, Bavaria and Malta

2. Research & Innovation Working Group - 21 February 2019 – Brussels

- feasibility analysis: choice of research-indicators
- discussion on definitions
- final decisions: 5 input-indicators, 1 output-indicator and 1 general indicator

3. Analysis Bachelor-paper (by UASnet-intern Alec Moons) – September 2019

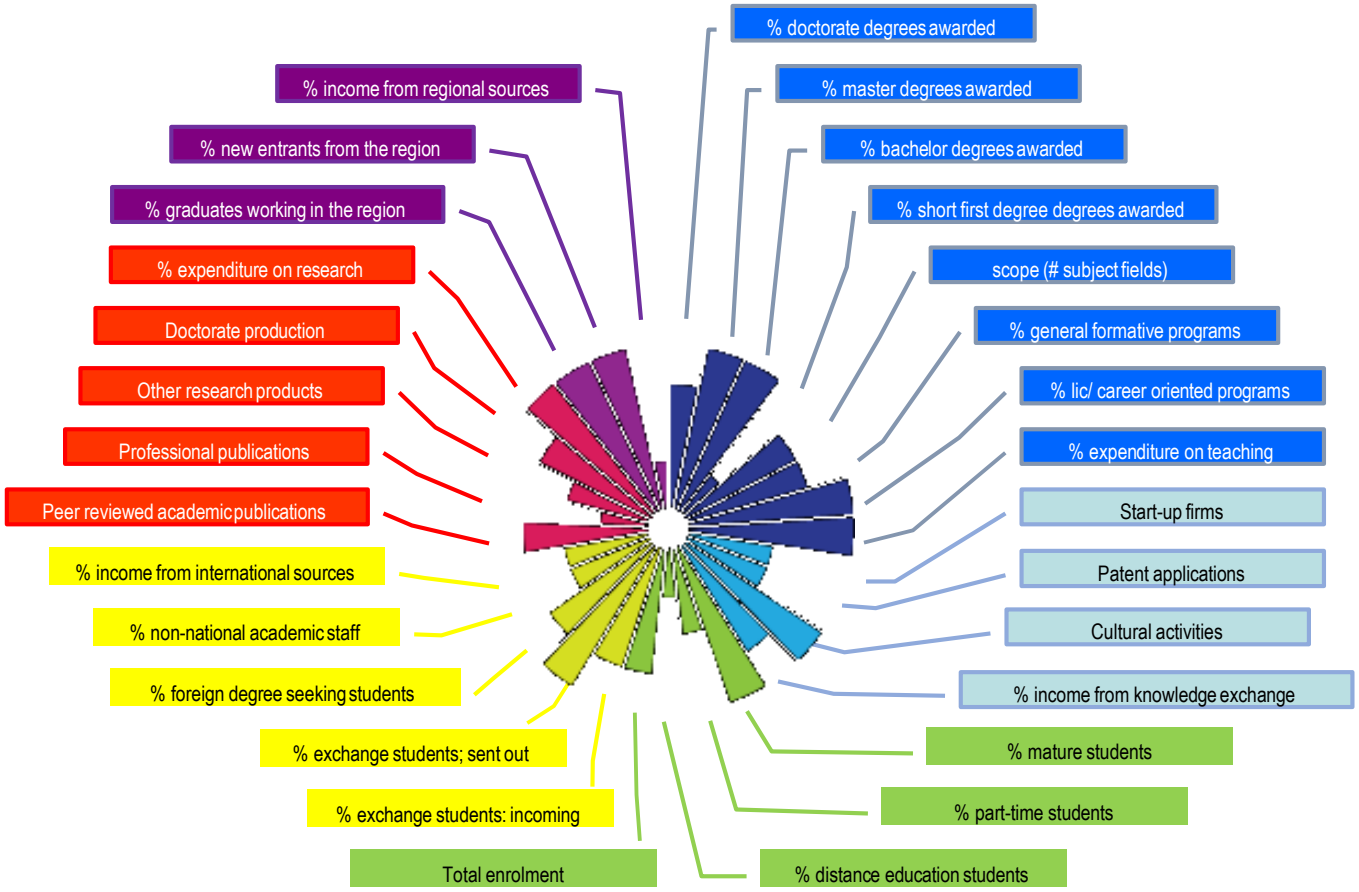
- further analysis of provided numbers
- future efforts are necessary

Research and Innovation Indicators - project

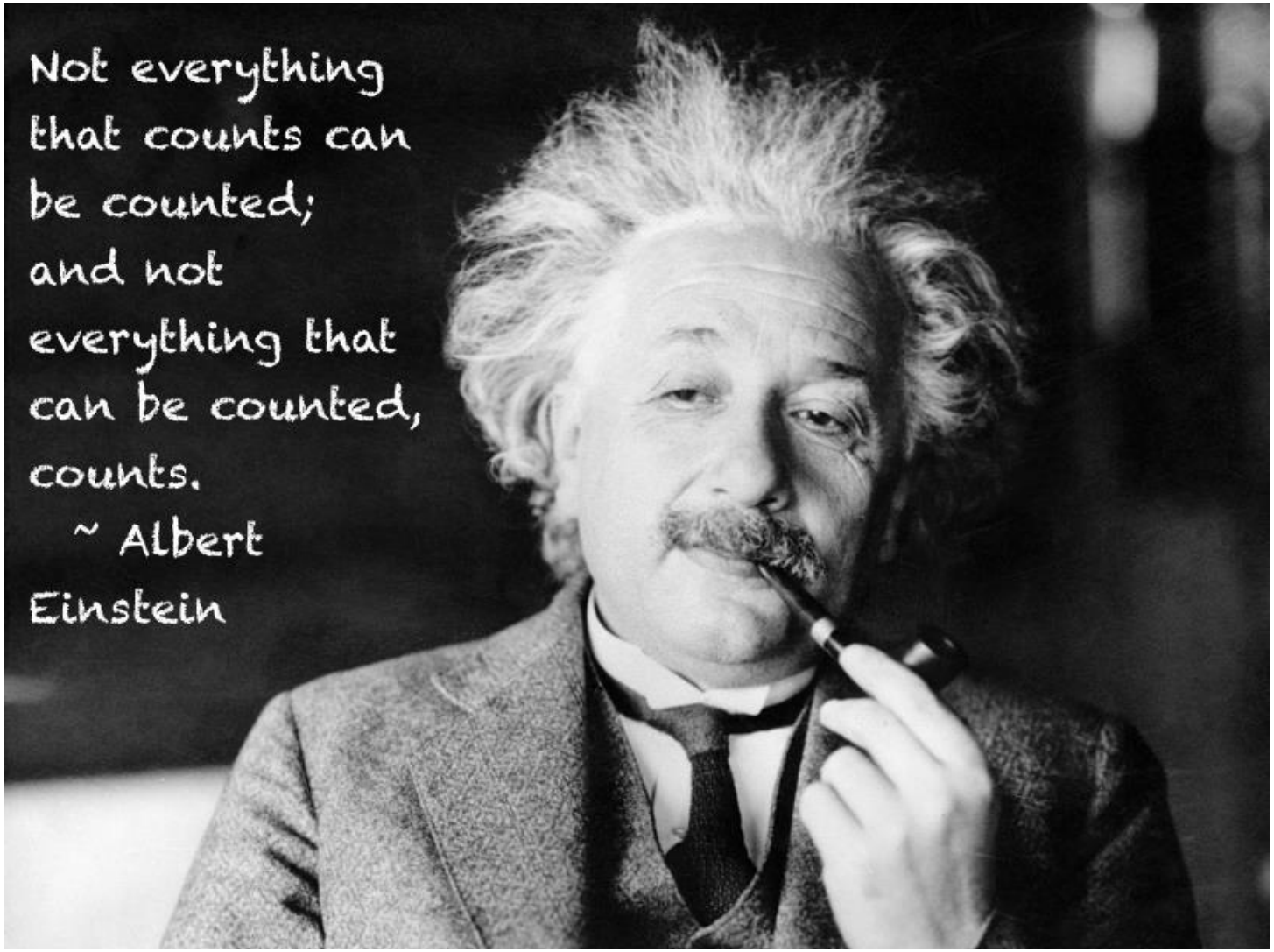
The EduProf-project 2008-2011

In collaboration with the Center for Higher Education & Policy Studies (CHEPS)

U-Map Activiteiten Profielen



- Teaching and learning
- Knowledge transfer
- Student body
- International orientation
- Research involvement
- Regional engagement


Not everything
that counts can
be counted;
and not
everything that
can be counted,
counts.
~ Albert
Einstein

WORLD OF WORK (Labour Market)

1. Impact in the Labour Market

Number of publications in a professional journal or book (or a part of it)

Number of lectures or poster presentations at congresses or study days

Number of self-organised study days or training-sessions (symposia)

2. Interaction with the Labour Market

Number of signed cooperation agreements

Number of partners

SCIENTIFIC WORLD

1. Impact in the Scientific World

Number of publications in a peer reviewed journal or book (or a part of it)

Number of lectures or poster presentations at congresses or study days

2. Interaction with the Scientific World

Number of signed cooperation agreements

Number of partners

Input-Indicators

Number of UAS

Number of students

Yearly public research budget

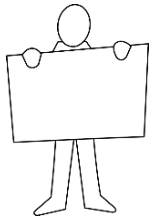
Amount of researchers

Output-Indicators

Labour market partners (private & public)

Research centres (universities,…)

Scientific & Professional Publications



Lectures & Poster Presentations (labour market & scientific world)

Symposia at your UAS

|Input-Indicators: Definitions|

Nº	Criteria	Indicator	Definition
1)	Number of UAS (Universities of applied sciences	The amount of UAS within your country or region.	UAS are public universities who provide degrees (min. EQF 6 professional Bachelor), they are able to hand out not only diplomas, but also a degree.
2)	Number of students in UAS	All the students who are registered at the UAS (in your country or region)	Every student that has signed up to complete (approx.. 56 units of credit) during an entire curriculum at the UAS of your country or region
3)	Yearly public research budget in UAS	The sum of the entire available budget that is granted by the government to be used at your UAS for scientific research purposes	This is the total amount of money used for research that can be extracted from the public accounting books of all universities of applied sciences (UAS) in your country or region
4)	Yearly private research budget in UAS (provided from contracts)	The money that UAS receive which is provided by companies who take part in scientific research projects with the UAS in your country or region	The money is private money, no public should be counted. It is money provided by companies to UAS to do research. This information can certainly be found in the private accounting books of every UAS
5)	Amount of researchers and teaching staff spending at least 10 % of their time on research (FTE 0,1)	The total number of researchers for every UAS within your country or region	The number of researchers is equal to the number of individuals (heads) who are practicing research within the universities of applied sciences. Teaching staff is included as long as they spend at least 10% of their fulltime job on research.

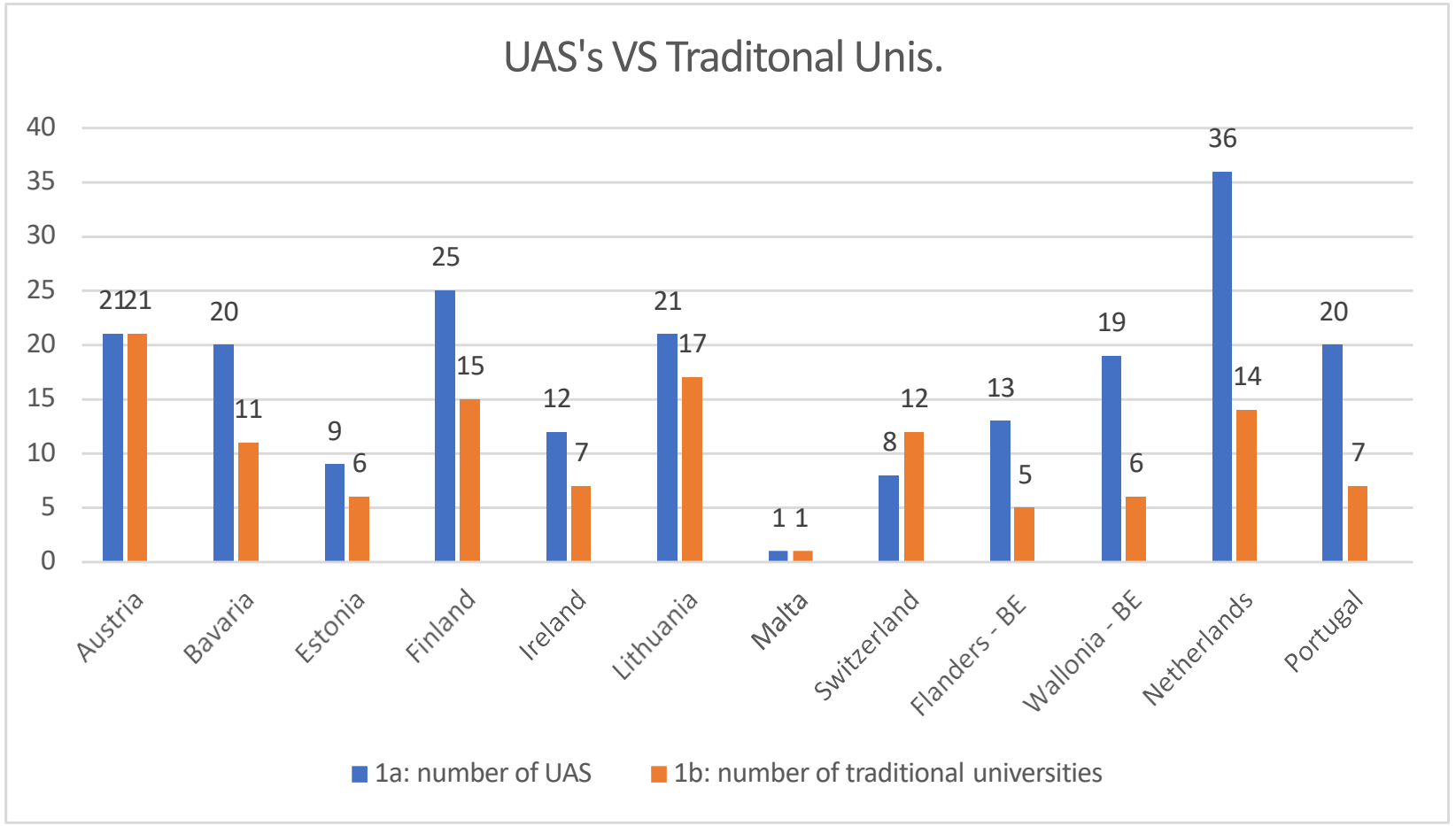
| Output-Indicators: Definitions |

Nº	Criteria	Indicator	Definition
1a)	Number of partners within contracts (knowledge institutions excluded)	Total amount of partners from the labour market involved with projects in RDI.	Every partner who is involved in RDI projects at universities of applied sciences, but the UAS, traditional universities or scientific research centres are not included. The partners who take part in contracts are those who have a firm commitment in steering groups, user groups, formal project meetings etc. within research projects at a UAS. If the same partner cooperates in different RDI projects, it can be counted several times (e.g. a hospital where the personnel department is involved in an RDI project, but the oncology department is involved in another RDI project).
1b)	Number of knowledge institutions/partners within contracts (business partners excluded)	The number of partners in the scientific field involved in RDI projects.	Institutions such as other UAS or university colleges, traditional universities and research centres

| General-Indicator: Definition |

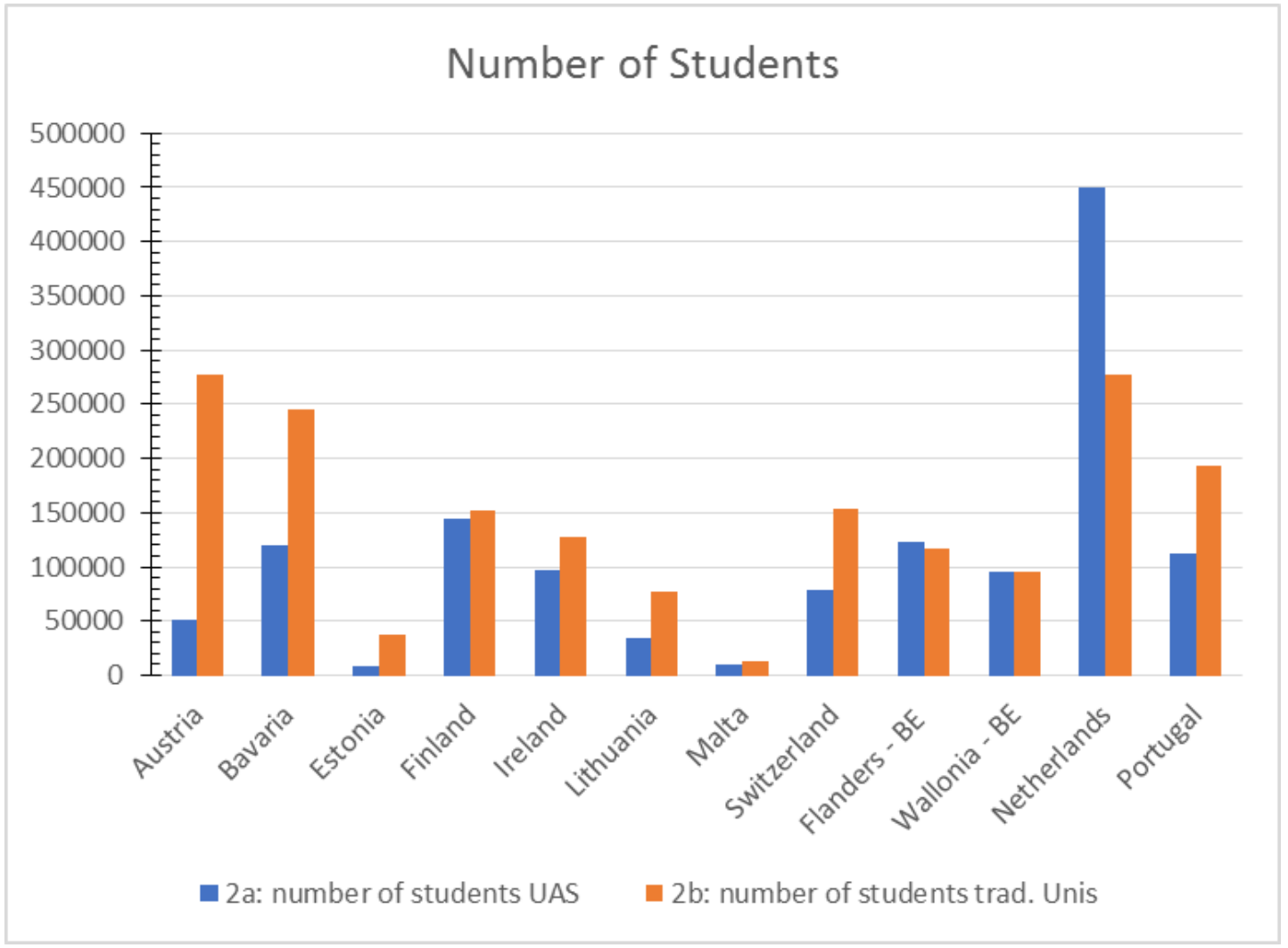
Nº	Criteria	Indicator	Definition
	Employability rate of UAS-students	The percentage of students who have a job one year after they graduated	Every student who gets hired after graduation within the year that follows (or 9 months).

1.1.1 Amount of UAS's and traditional universities (indicator 1)



Research and Innovation Indicators – project

Analysis Bachelor-paper (by UASnet-intern) - 2019



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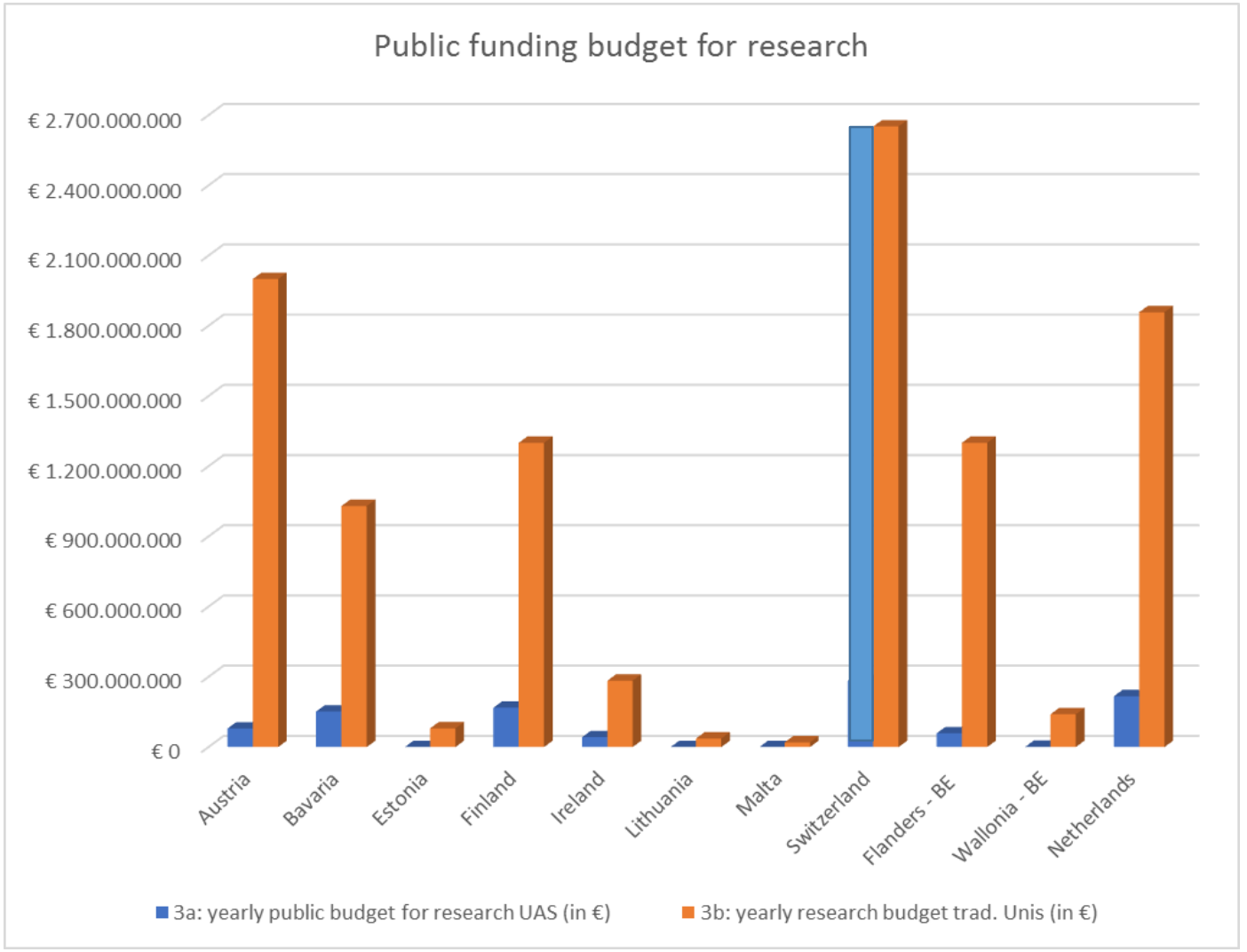
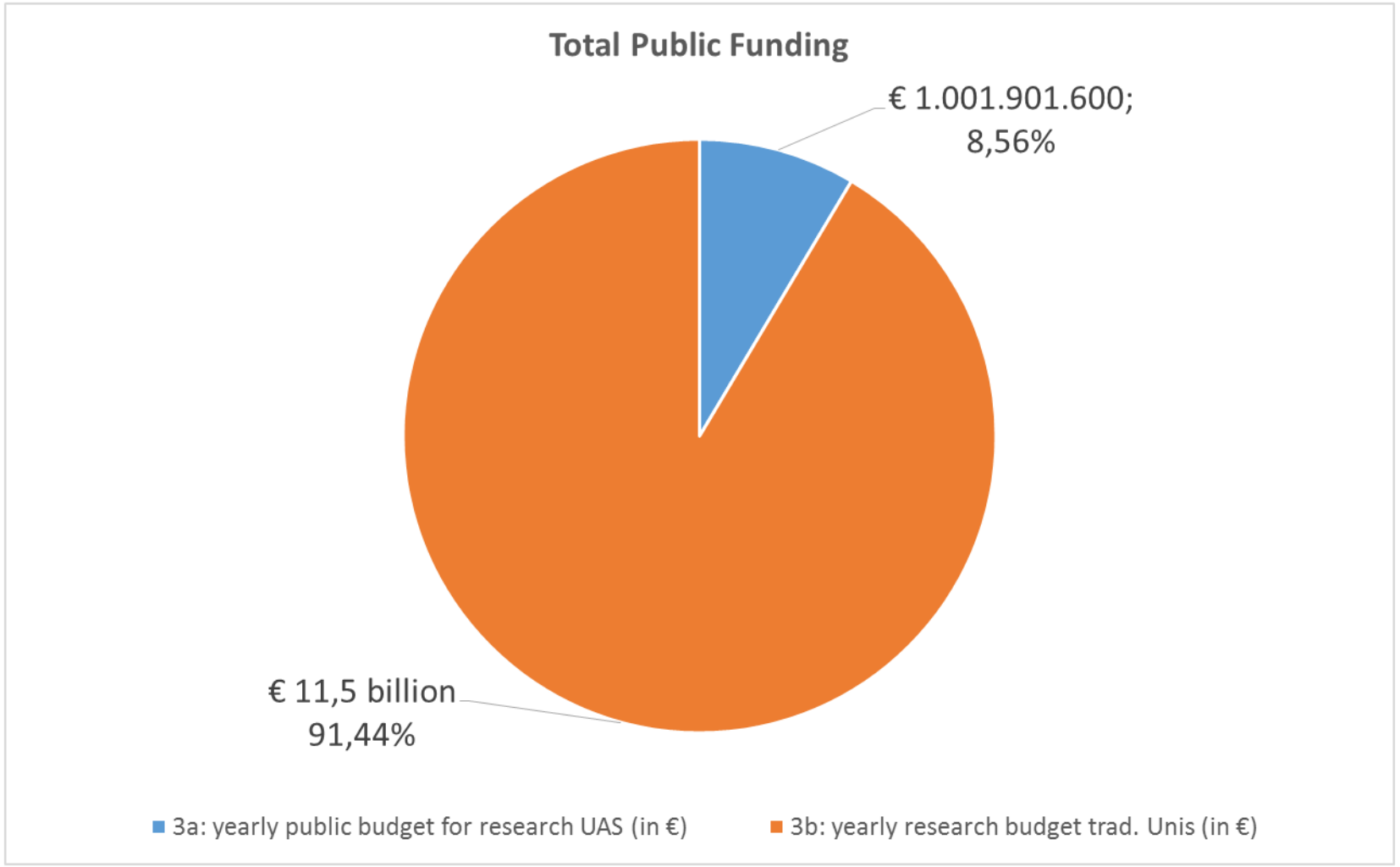


Research and Innovation Indicators – project

Analysis Bachelor-paper (by UASnet-intern Alec Moons) – September 2019



AESIS

Access to EU research funding by stimulating and demonstrating societal impact

Wednesday 9 December 2020
9u – 11u

Bruno Van Koeckhoven
Project Coordinator
EU Affairs Manager
PXL Research
+32.497.17.90.50
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UNIVERSITY OF APPLIED SCIENCES AND ARTS

Elfde-Liniestraat 24, 3500 Hasselt, Belgium, www.pxl.be

Break

*We will be back at **11.10 (GMT+1)***

Esther de Smet

Senior Research Policy Advisor at Ghent University

RESEARCH DEPARTMENT

POLICY & QUALITY CONTROL UNIT

Access to EU research funding by stimulating and demonstrating societal impact

Esther De Smet - Senior Research Policy Advisor @ResearchUGent

9 December 2020

AESIS

NETWORK FOR
ADVANCING & EVALUATING THE SOCIETAL IMPACT OF SCIENCE

PART 1 - Training researchers to become impact literate

IMPACT & OUTREACH

Impact in academia is like sex: everyone is talking about it, but few are having it. Or at least not as regularly and as intensely as they'd like. We all want more of it, and many of us are obsessively measuring and analysing it.*

3+1 Topics on the agenda

- ✓ SCOPE
  - Definitions & lingo, institutional context, flipping your approach
- ✓ DECISIVE DUO
  - Stakeholder analysis, communication strategy
- ✓ STRUCTURED APPROACH
  - Impact planning, existing frameworks, specificity & feasibility
- ✓ EU FUNDING

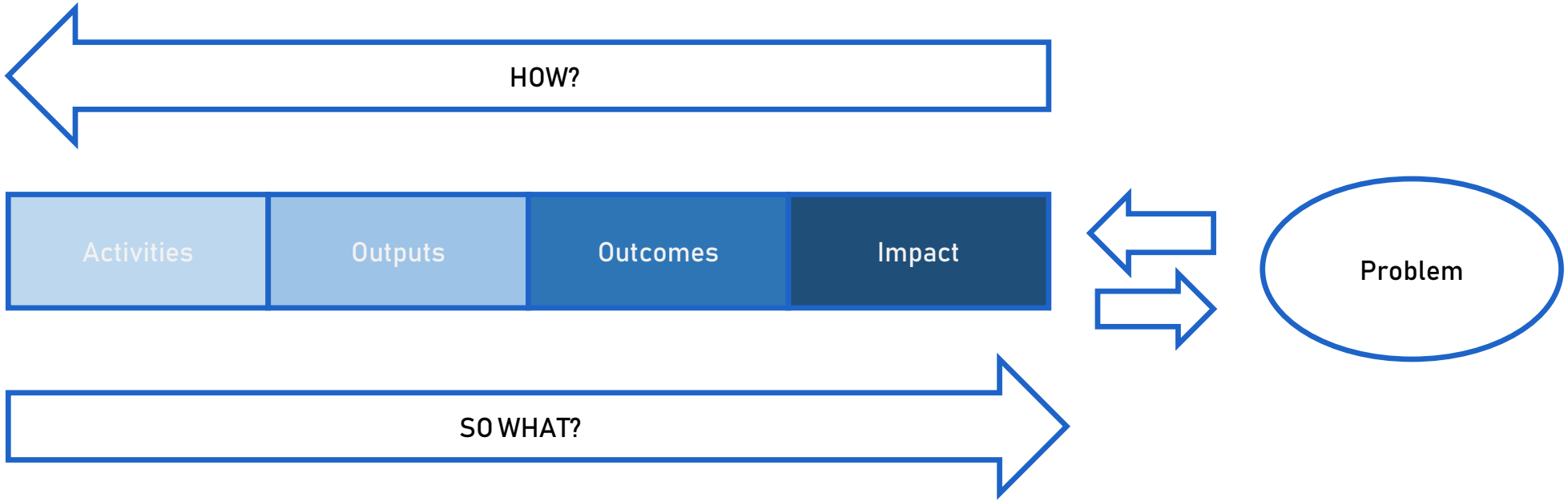
1. SCOPE
✓DEFINITIONS & FUNDERS' LINGO

- Is it all impact?
- Is it a broad definition of impact?
- Most important tip: identify what is process (pathway to impact) and what is effect/result
- What is being rewarded?

Impact may be big or small, local or global, instrumental (direct change) or conceptual (ideas, feelings), quantitative or qualitative
There is no single type of impact.

→ adapt your support/language to context (what does impact signify with a specific funder?)

1. SCOPE
✓FLIPPING YOUR APPROACH



1. SCOPE – EXAMPLE REF DEFINITIONS

From: REF 2014 Guidelines

- Architecture, Built Environment and Planning
- Geography, Environmental Studies and Archaeology
- Economics and Econometrics
- Business and Management Studies
- Law
- Politics and International Studies
- Social Work and Social Policy
- Sociology
- Anthropology and Development Studies
- Education
- Sport and Exercise Sciences, Leisure and Tourism

Impacts on creativity, culture and society: Impacts where the beneficiaries are individuals, groups of individuals, organisations or communities whose knowledge, behaviours, practices, rights or duties have been influenced	• Enhancements to heritage preservation, conservation and presentation; the latter including museum and gallery exhibitions. • Production of cultural artefacts, including for example, films, novels and TV programmes. • Public or political debate has been shaped or informed; this may include activity that has challenged established norms, modes of thought or practices. • Improved social welfare, equality, social inclusion; improved access to justice and other opportunities (including employment and education). • Improvements to legal and other frameworks for securing intellectual property rights. • Enhancements to policy and practice for securing poverty alleviation. • Influential contributions to campaigns for social, economic political and/or legal change. • Enhanced cultural understanding of issues and phenomena; shaping or informing public attitudes and values.
Economic, commercial, organisational impacts: Impacts where the beneficiaries may include new or established businesses, or other types of organisation undertaking activities which create wealth	• Changed approach to management of resources has resulted in improved service delivery. • Development of new or improved materials, products or processes. • Improved support for the development of 'small scale' technologies. • Improved effectiveness of workplace practices. • Improvements in legal frameworks, regulatory environment or governance of business entities. • Better access to finance opportunities. • Contribution to improved social, cultural and environmental sustainability. • Enhanced corporate social responsibility policies. • More effective dispute resolution. • Understanding, developing and adopting alternative economic models (such as fair trade).

From: REF 2014 Guidelines

Impacts on the environment: Impacts where the key beneficiaries are the natural, historic and/or built environment, together with societies, individuals or groups of individuals who benefit as a result	• Specific changes in public awareness or behaviours relevant to the environment. • Improved management or conservation of natural resources or environmental risk. • Improved management of an environmental risk or hazard. • Operations or practice of a business or public service have been changed to achieve environmental objectives. • Improved design or implementation of environmental policy or regulation. • Changed conservation policy/practice or resource management practices. • Changes in environmental or architectural design standards or general practice. • Influence on professional practice or codes. • Changes in practices or policies affecting biodiversity.
Health and welfare impacts: Impacts where the beneficiaries are individuals and groups (human or animal) whose quality of life has been enhanced (or harm mitigated) or whose rights or interests have been protected or advocated	• Development or adoption of new indicators of health and well-being. • Development of policy and practice with regard to medical ethics, health services or social care provision. • Influence on CPD. • Influence or shaping of relevant legislation. • Influencing policy or practice leading to improved take-up or use of services. • Improved provision or access to services. • Development of ethical standards. • Improved standards in training. • Improved health and welfare outcomes.
Impacts on practitioners and professional services: Impacts where the beneficiaries may include organisations or individuals involved in the development and/or delivery of professional services and ethics	• Changed practice for specific groups (which may include cessation of certain practices shown to be ineffective by research). • Influence on professional standards, guidelines or training. • Development of resources to enhance professional practice. • Use of research findings in the conduct of professional work or practice. • Influence on planning or management of services. • Use of research findings by professional bodies to define best practice, formulate policy, or to lobby government or other stakeholders. • Practitioner debate has been informed or stimulated by research findings. • Research has challenged conventional wisdom, stimulating debate among stakeholders.

1. SCOPE – example ref definitions

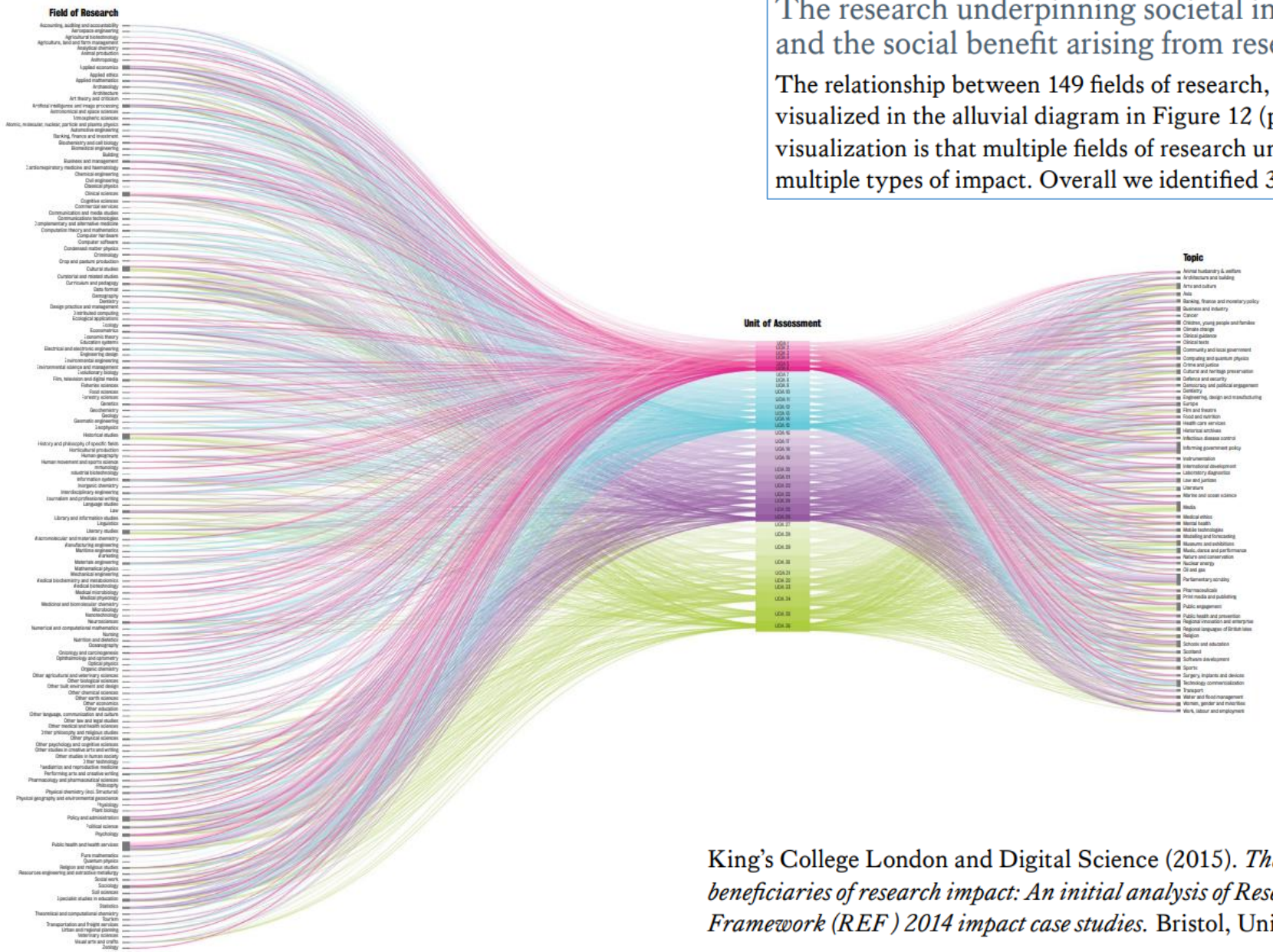
From: REF 2021 Guidelines

Impacts on public policy, law and services Impacts where the beneficiaries are usually government, non-governmental organisations (NGOs), charities and public sector organisations and society, either as a whole or groups of individuals in society, through the implementation or non-implementation of policies, systems or reforms.	• Policy debate has been stimulated or informed by research evidence, which may have led to confirmation of policy, change in policy direction, implementation or withdrawal of policy. • Policy decisions or changes to legislation, regulations or guidelines have been informed by research evidence. • A policy has been implemented (including those realised through changes to legislation) or the delivery of a public service has changed. • In delivering a public service, a new technology or process has been adopted or an existing technology or process improved. • The quality, accessibility, acceptability or cost-effectiveness of a public service has been improved. • (Sections of) the public have benefited from public service improvements. • Risks to the security of nation states have been reduced. • The work of an NGO, charitable or other organisation has been influenced by the research. • Legislative change, development of legal principle or effect on legal practice. • Research is used by parliamentarians to develop proposals for new legislation through Private Members' Bills, or to assist scrutiny of legislation and inform amendments to other bills such as those introduced by government. • Research recommendations are taken up by policymakers through membership of a government advisory committee. • Policymakers make use of research-based critical evidence synthesis in developing policy. • Government analysts adopt innovative methodological or	• Documented evidence of use in policy debate (e.g. at a parliamentary Select Committee, material produced by NGOs). • Citation in a public discussion, consultation document or judgement. • Evidence of citation in policy, regulatory, strategy, practice or other documents. • Direct citations of research in parliamentary publications such as Hansard, committee reports, evidence submissions, or briefings. • Acknowledgements to researchers on webpages, in reports or briefings. • Evidence of influence on a debate in public policy and practice through membership of or distinctive contributions to expert panels and policy committees or advice to government (at local, national or international level). • Quantitative indicators or statistics on the numbers of attendees or participants at a research event, or website analytics for online briefings. • Qualitative feedback from participants or attendees at research events. • Data to show close working relationships with members or staff. For example, the number of meetings held, minutes from these meetings, membership of working groups, co-authoring of publications. • Testimonials from members, committees or officials, where available.

From: REF 2021 Guidelines

Areas of impact	Types of impacts	Indicators of reach and significance
	approach-based advice from researchers. • Forms of regulation, dispute resolution or access to justice have been influenced. • Research is used to change current processes or services, or identify new services to be provided. • Research into the languages and cultures of minority linguistic, ethnic, religious, immigrant, cultures and communities used by government, NGOs, charities or private sector to understand and respond to their needs. • Research helps to highlight issues of concern to parliamentarians and contributes to new analysis of existing issues. • Research helps parliamentarians and staff to identify inquiry topics, shape the focus of inquiries, inform questioning of witnesses, and underpin recommendations. • Research equips parliamentarians, their staff, and legislative staff with new analytical or technical skills, or refreshes existing ones. • International policy development has been influenced by research. • Allocation and/or distribution of Official Development Assistance (ODA) has been influenced by research. • Policy and practice of international agencies or institutions have been influenced by research. • Research stimulates critical public debate that leads to the non-adoption of policy.	• Documented evidence of influence on guidelines, legislation, regulation, policy or standards. • Documented evidence of changes to public policy, legislation, regulations or guidelines. • Analysis by third-party organisations of parliamentary proceedings or processes, for example studies of the passage of particular pieces of legislation. • Documented evidence of changes to international development policies. • Evidence of use of process/technology. • Measures of improved public services, including, where appropriate, quantitative information; such information may relate, for example, to the quality, accessibility or cost-effectiveness of public services. • Measures of improved inclusion, welfare or equality. • Satisfaction measures (e.g. with services). • Formal partnership agreements or research collaboration with major institutions, NGOs and public bodies. Consultancies to public or other bodies that utilise research expertise. • Evidence of engagement with campaign and pressure groups and other civil organisations (including membership and activities of those organisations and campaigns) as a result of research. • Documented evidence of changes to international development policies. • Measures of improved international equality, food security, welfare or inclusion.

1.



The research underpinning societal impacts is multidisciplinary, and the social benefit arising from research is multi-impactful

The relationship between 149 fields of research, 36 UOAs and 60 impact topics is visualized in the alluvial diagram in Figure 12 (page 39). What is evident from this visualization is that multiple fields of research underpin the case studies, leading to multiple types of impact. Overall we identified 3,709 unique pathways to impact.

King's College London and Digital Science (2015). *The nature, scale and beneficiaries of research impact: An initial analysis of Research Excellence Framework (REF) 2014 impact case studies.* Bristol, United Kingdom: HEFCE.

1. SCOPE

✓INSTITUTIONAL CONTEXT

https://www.emeraldpublishing.com/wordpress/wp-content/uploads/Emerald-Resources-Institutional-Healthcheck-Workbook.pdf

- Commitment: strategy, incentives & rewards, funding & support
- Connectivity: connected teams, co-ordinated activities
- Co-production: support for partnerships & engagement, knowledge on co-creation
- Competencies: available expertise, training
- Clarity: transparant strategy, transparant support, responsibilities, transparant evaluation

→ context influences how you support researchers, how you have conversations with them

→ what in-house services/support/platforms are available? (makes for more feasible proposals)

1. SCOPE

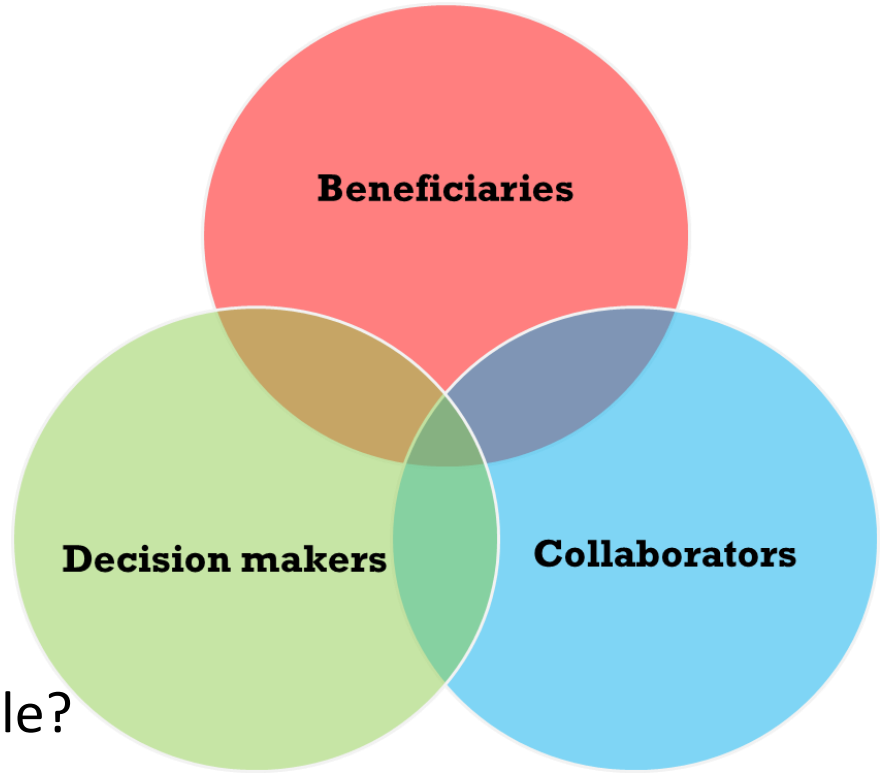
✓SOME CHARACTERISTICS to complicate the conversation:

- Non-linear – iterative – throughout research lifecycle
- Relationships rather than demonstrable effect? (‘productive interactions’)
- Timelag – attribution
- Planable versus serendipity & context-dependent

✓2. DECISIVE DUO

STAKEHOLDER ANALYSIS:

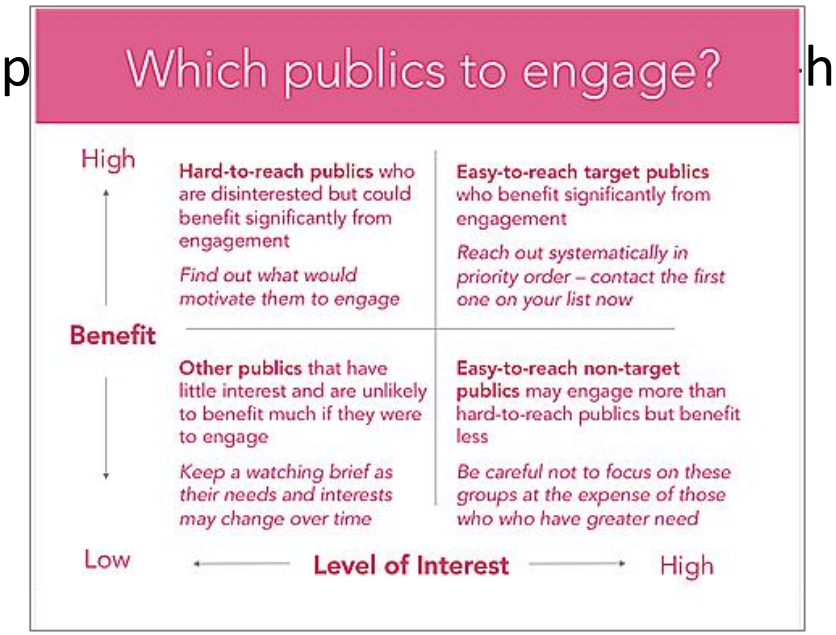
- Who has an interest in the research?
  - Help frame the problem/research question
  - Co-produce the research
  - Help communicate the work
  - Provide data
  - Benefit from the work
  - Use the work (end-user)
- How and when are you going to engage these people?
- Be specific!



✓2. DECISIVE DUO COMMUNICATION (AND OUTREACH)

STRATEGY:

- Linked to stakeholders
  - What is relevant for them?
  - How can they help?
  - Public or stakeholder?
- What p[illegible]hou[illegible]



2. DECISIVE DUO

✓RESPONSIBILITIES & COMPETENCIES:

- Who has the impact?
- What skills do you need to make the impact happen?
  - Do not forget about ethical and legal issues
- What challenges are you or your stakeholders likely to experience?

3. Structured approach

✓ IMPACT PLANNING:

- All of the above
- Larger framework to add relevance?
- Theory of change?

✓ FEASIBLE & SPECIFIC

- More about the ‘how’
- Do not overlook the realities of implementation and context

✓ WHAT IS SUCCESSFUL?

3. Structured approach

- ✓ IMPACT PLANNING: Impact Literacy Workbook (Julie Bayley & David Phipps - Emerald Publishing) https://www.emeraldgrouppublishing.com/sites/default/files/2020-06/Impact%20Literacy%20Workbook%20Final.pdf

3. Structured approach

- ✓ Frame the problem
  - 2 levels: the overall problem + specific part of this problem you are focused on
- ✓ Frame the impact by flipping the problem
- ✓ Identify indicators & evidence
  - What changes, how will you know, how can you demonstrate it?
- ✓ Identify stakeholders & beneficiaries
  - Who – be specific. Why are they important? What role do they play in your research/impact?
- ✓ Co-produce impact
  - When do these stakeholders need to be involved (research, dissemination, uptake, implementation)?

SOME other RESOURCES

- ✓ Accomplissh Impact Planning Guide: https://3db107a1-4dca-4f9e-9ea7-b7db9e04fa9e.filesusr.com/ugd/35d470_62deffc170834b35987d4fc0ee5e08a8.pdf
- ✓ NABI Guiding principles: https://broaderimpacts.net/wp-content/uploads/2016/05/nabi_guiding_principles.pdf
- ✓ Fast Track Impact: https://www.fasttrackimpact.com/

ECKLIST

1. **Overall: In your impact strategy are:**
   - ❑ Activities are clearly described and support an identified impact framework[3] (i.e. logic model) that connects the steps from research to impact?
   - ❑ Audiences/End Users clearly described?
   - ❑ Project partners, roles and a plan for communication between research and partners clearly described?
   - ❑ Timeframe and milestones clearly identified?
   - ❑ Anticipated benefits to the audience(s) or society clearly described?
   - ❑ Indicators and data sources to evaluate the impact of knowledge mobilization plan clearly described?
   - ❑ Budget and other resources sufficient for this strategy?

2. **Goal(s) of your impact strategy.**
   - ○ Describe what you are hoping to accomplish / what change you are hoping to see because of your impact strategy.

3. **Rationale for the activities in the impact strategy**
   - ❑ The steps (research->dissemination->uptake->implementation->impact) in a pathway from research to impact are identified with reference to an impact framework[3]
   - ❑ Activities respond to a demonstrated economic, social, health, environmental and/or cultural need.
   - ❑ Evidence of need as provided by engaging withy end users and end beneficiaries.
   - ❑ Activities leverage the identified resources and strength of partners.
   - ❑ Clear explanation of how dissemination and engagement activities are targeted to the identified audience(s) is provided
   - ❑ Activities are creative and original.
   - ❑ The proposed impact strategy is grounded in relevant literature.
   - ❑ Strategies to engage with end users throughout the project and solicit their feedback/involvement are clearly described.

Phipps, D.J., Jensen, K.E., Johnny, M., Poetz, A. (2017) Supporting knowledge mobilization and research impact strategies in grant applications. *Journal of Research Administration*. 47(2):49-67 https://srainternational.org/publications/journal/volume-xlvii-number-2/supporting-knowledge-mobilization-and-research-impact

IMPACT ASSESSMENT CHECKLIST

4. **The impact strategy is realistic and measurable**
   - ❑ Short term outcomes are SMART- Specific, Measurable, Achievable, Relevant and Time-bound
   - ❑ Anticipated long term impacts are clearly identified
   - ❑ The evaluator or evaluation expertise who will conduct the evaluation is identified and the evaluation method is clearly defined.
   - ❑ Evaluator has demonstrated expertise in this or similar knowledge mobilization/impact strategies
   - ❑ Measurable indicators for success and unintended consequences during (formative) and at the end (summative) of the project are identified.
   - ❑ Data sources are confirmed and accessible when you need the data for evaluation.

5. **The PI and project team are qualified to do the proposed impact strategy.**
   - ❑ The team members' (including partners') credentials and competencies are clearly described, gaps addressed.
   - ❑ The PI, team and partner(s) have appropriate experience to undertake this impact strategy.
   - ❑ Supports for knowledge mobilization and impact are clearly described to fill any gaps in experience[4].
   - ❑ Impact strategy provides experience of relevant prior success, including a history of existing partnership if relevant.
   - ❑ Trainees/HQP are included (if necessary)

6. **The budget is sufficient.**
   - ❑ There is a clear and realistic budget for the impact, stakeholder engagement and evaluation activities.
   - ❑ The budget justification provides reviewers with the information necessary to assess budget and strategy. (activities are mapped onto budget line items)
   - ❑ Internal resources and infrastructure provided by the applicant's institution and/or partners are clearly described.
   - ❑ Partner support and in-kind contributions of time, resources or expertise are clearly described in letters of support and proposal.

https://bestprac.eu/fileadmin/mediapool-bestprac/documents/Outputs/Learning_materials/Proposal_Writing/Impact_in_H2020_Dello_Hanley.pdf

Types of impact in H2020 (2)

- Excellent Science Impact *(Pillar I):*
  - Challenge is that ERC projects establish Europe as the scientific leader
- Industrial Leadership Impact *(Pillar II):*
  - challenge is to establish Europe as the leader in different sectors or technologies
  - the research project focusses on increasing the TRL level by one or two steps
- Societal Challenges Impact *(Pillar III)*:
  - challenges in this project are long-term (e.g. cancer, diabetes…)
  - the research project is one step in addressing the challenge

+ EXPECTED IMPACTS

- Impact plays a key role in evaluation of H2020 proposals
  - In RIA and IA proposals, impact counts for **1/3** of the total evaluation score
  - Impact score has a minimum value

Scientifically brilliant proposals are not funded if the impact section is not excellent!

+1 EU FUNDING

https://enspire.science/horizon-2020-impact-section/

When writing the impact section (section 2.1) keep in mind the following:

- The impact text should be very different than any other text in the proposal, as it has different goals and points of focus.
- It is a typical mistake to confuse impact with outputs of the project, when the two are greatly different. Make sure you create a unique case for each.
- The impact of the project represents the **value** of the project.
- The impact must correspond to the expected impact listed in the call text, but also to the Horizon 2020 key performance indicators and cross cutting issues.
- There are various dimensions to impact: scientific, academic, socio-economic, environmental, public and commercial. Attend to all that are relevant to the project.

Break

We will be back at ***12.10 (GMT+1)***

PART 2 – institutional infrastructure and support

ROLE FOR RESADMIN

✓ INSTITUTIONAL CONTEXT

https://www.emeraldpublishing.com/wordpress/wp-content/uploads/Emerald-Resources-Institutional-Healthcheck-Workbook.pdf

- Commitment: strategy, incentives & rewards, funding & support
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- Co-production: support for partnerships & engagement, knowledge on co-creation
- Competencies: available expertise, training
- Clarity: transparant strategy, transparant support, responsibilities, transparant evaluation

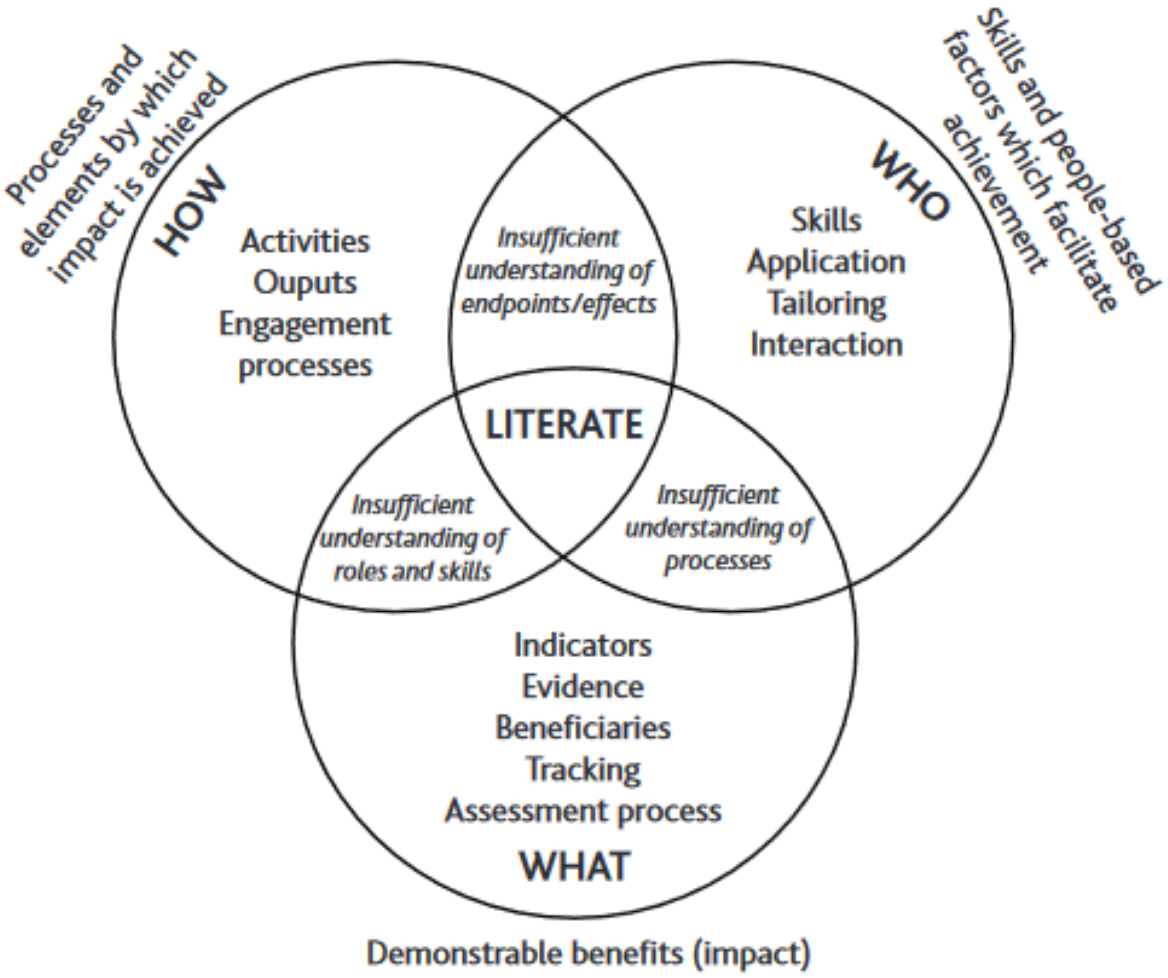
→ context influences how you support researchers, how you have conversations with them

→ what in-house services/support/platforms are available? (makes for more feasible proposals)

ROLE of resadmin

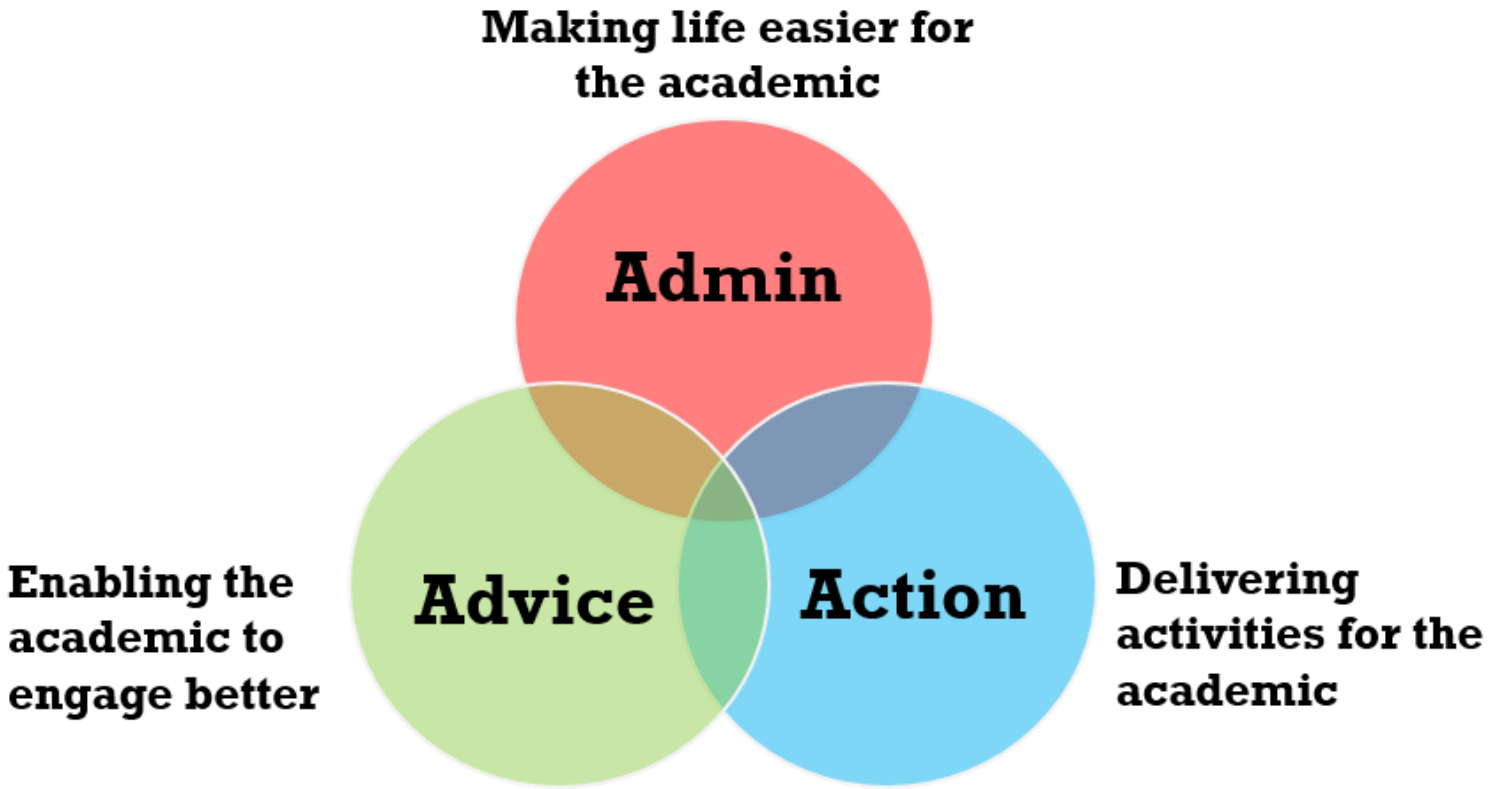
✓ Building impact literacy

(Phipps & Bayley)



ROLE of resadmin

- ✓ Building impact literacy
- ✓ Know your place



GHENT UNIVERSITY

GHENT UNIVERSITY

- Top 100 university
- Since 1817
- 11 faculties

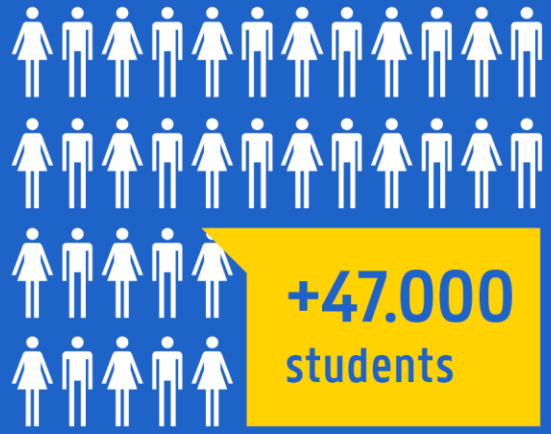
BELGIUM

SOUTH KOREA

GHENT UNIVERSITY
GLOBAL CAMPUS

The 1st European university in Korea.

+200 programmes



55 English-taught master's programmes

2.000
Ghent University students abroad

6.000
Foreign students at Ghent University
(including exchange students)

DARE TO THINK

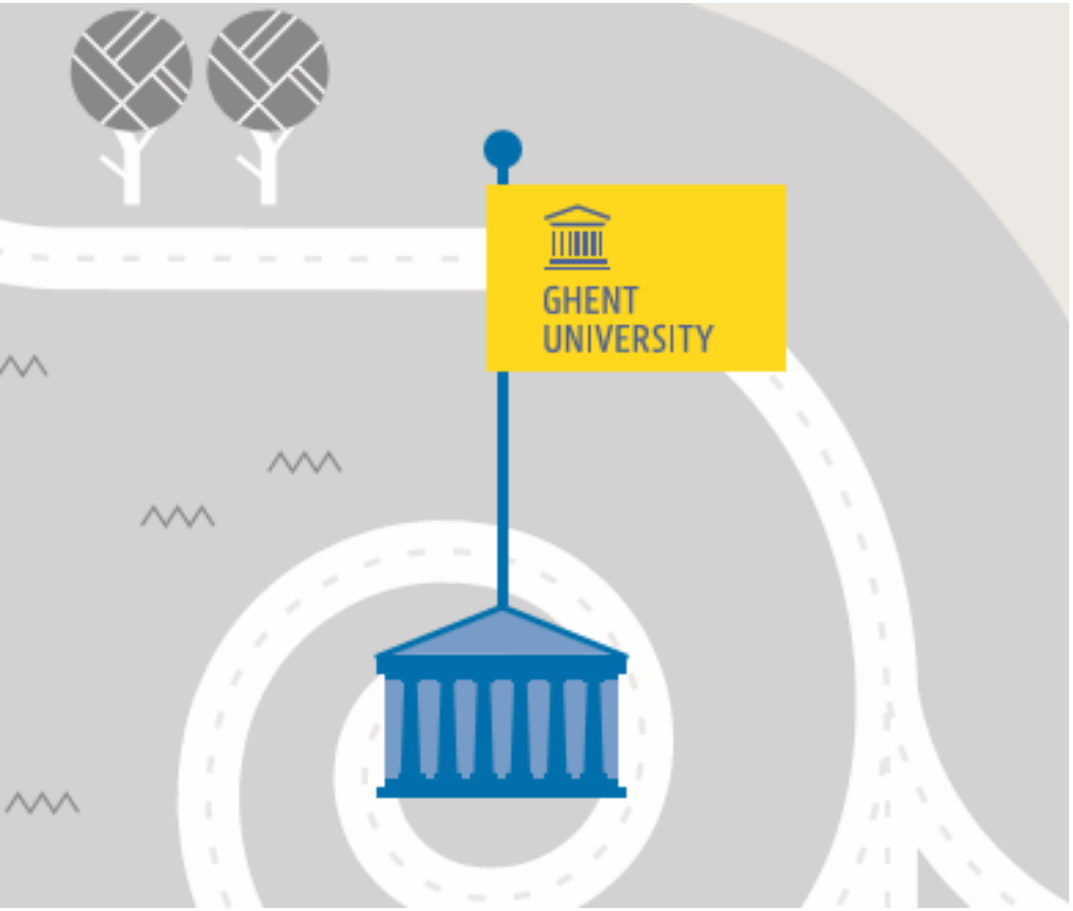
Our credo: critical and independent minds.

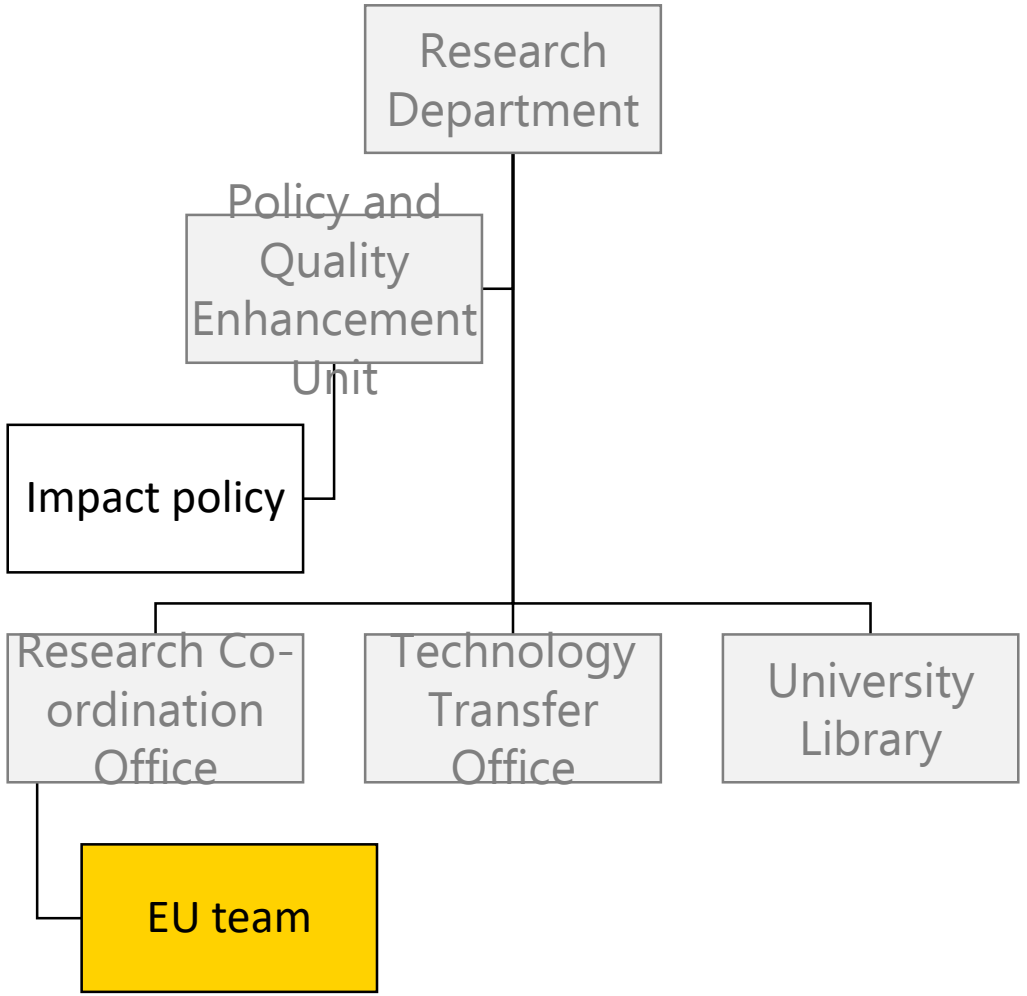
PLURALISM & PARTICIPATION

Open to everyone irrespective of ideological, political, cultural or social background.

SUSTAINABILITY

For a future that is ecologically, socially and economically sustainable, within a local global context.


GHENT
UNIVERSITY


Research Department
Policy and Quality Enhancement Unit
Impact policy
Research Co-ordination Office
Technology Transfer Office
University Library
EU team

EU FUNDING


erc
European Research Council
72 erc
+20 VIB
>300 projects
And counting…
HES rank 27th
Over 270
projects
HES rank 28th
FRAMEWORK PROGRAMME
RESEARCH AND INNOVATION
HORIZON 2020
EXCELLENT SCIENCE
COMPETITIVE INDUSTRIES
BETTER SOCIETY

EU-team

Recent expansion to 26 staff members: https://www.ugent.be/en/news-events/extra-support-european-research-funding.htm

- 4 Project advisors:
  - General questions about the call modalities and eligibility criteria
  - Budget check and administrative check of project applications
  - Guidance at the start of project and help with all kinds of questions
- 7 Accountmanagers: Project scoping, partnering and proposal development
- 5 Project managers: Project management of Horizon Europe Coordinator projects
- 6 Financial advisors: Support and advice for financial reports and audits
- 2 Administrative assistants: Administrative support with project proposals
- and 2 European policy advisors: advise Ghent University management and the entire research community on horizontal developments in European Research and Innovation policy and make suggestions to align Ghent University strategy accordingly

And in addition: at the Technology Transfer Office: 2 Legal advisors and 2 account / innovation managers.

https://www.ugent.be/en/research/funding/eu-int/euteam.htm

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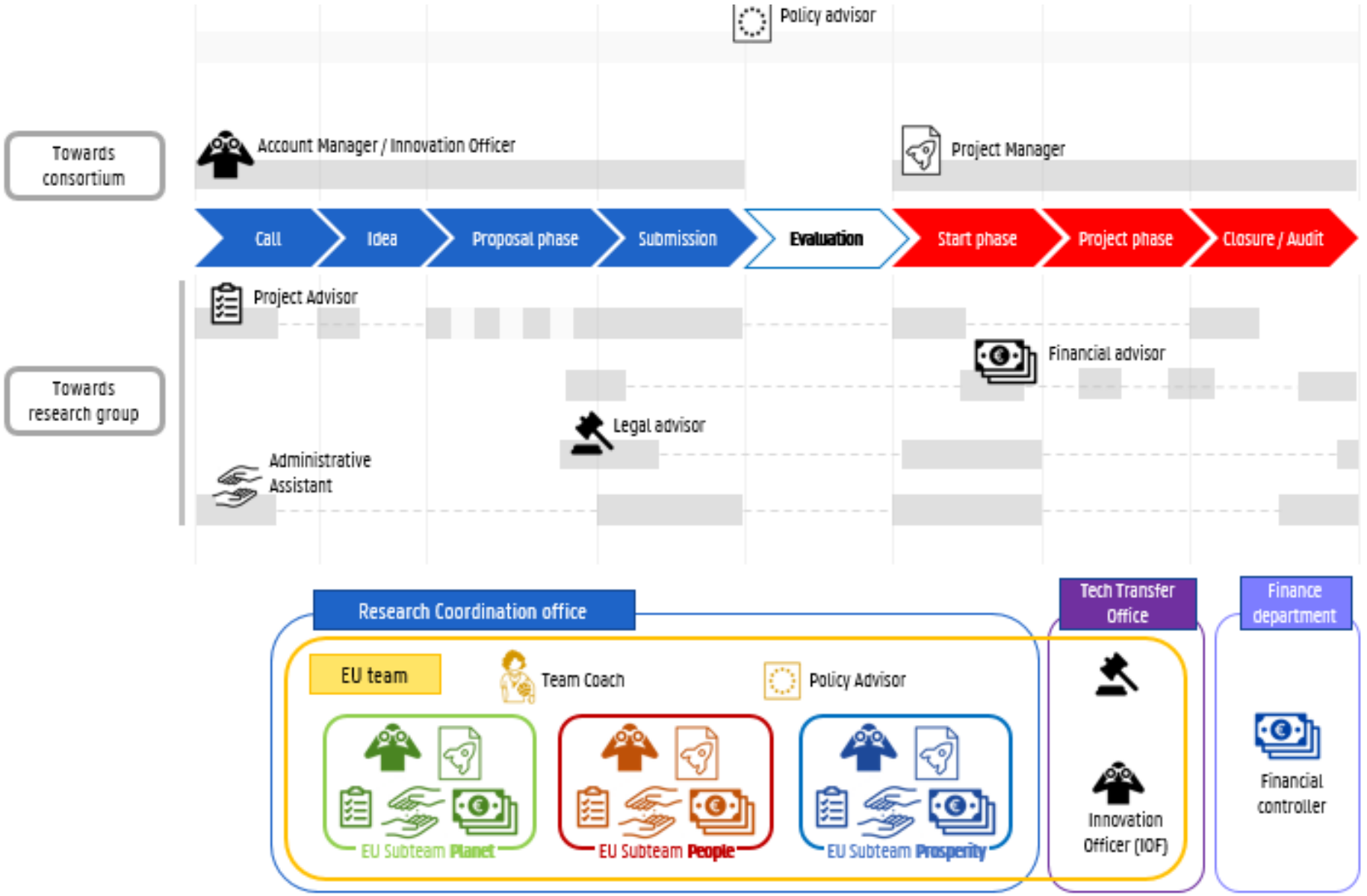
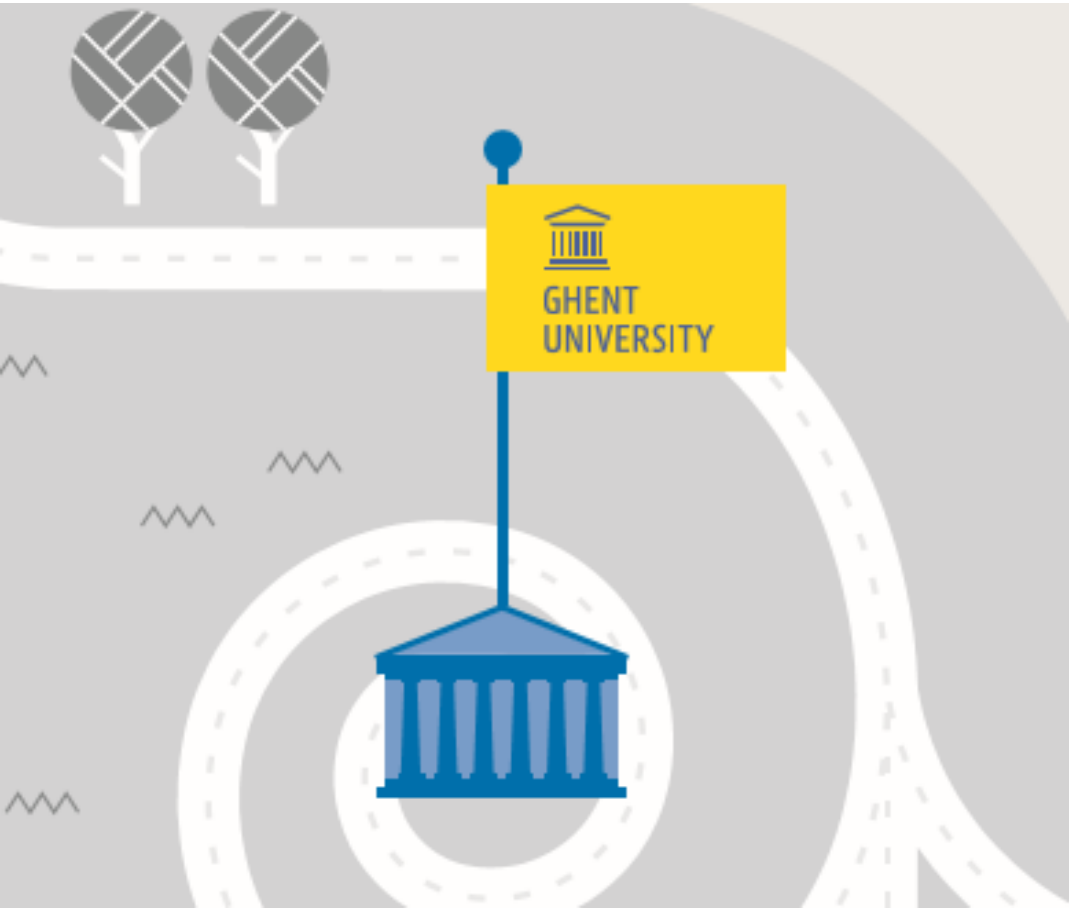
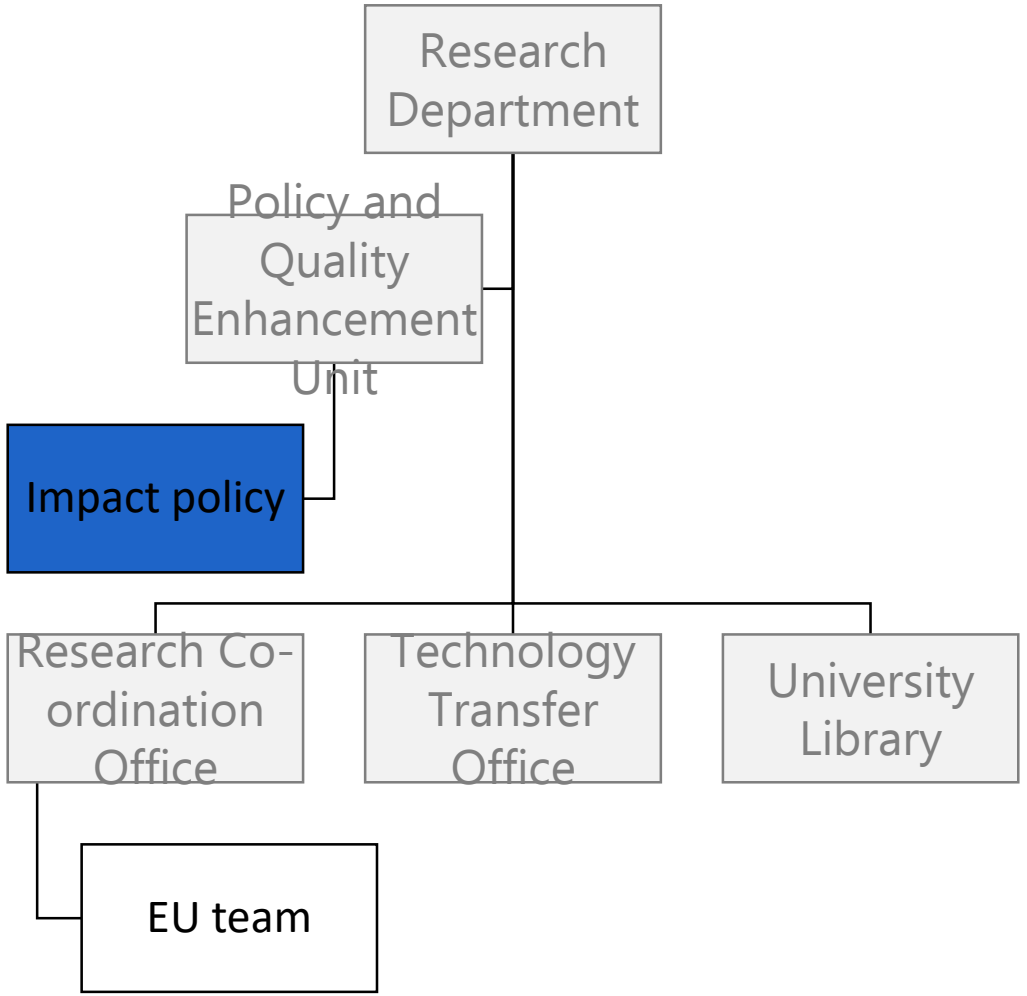
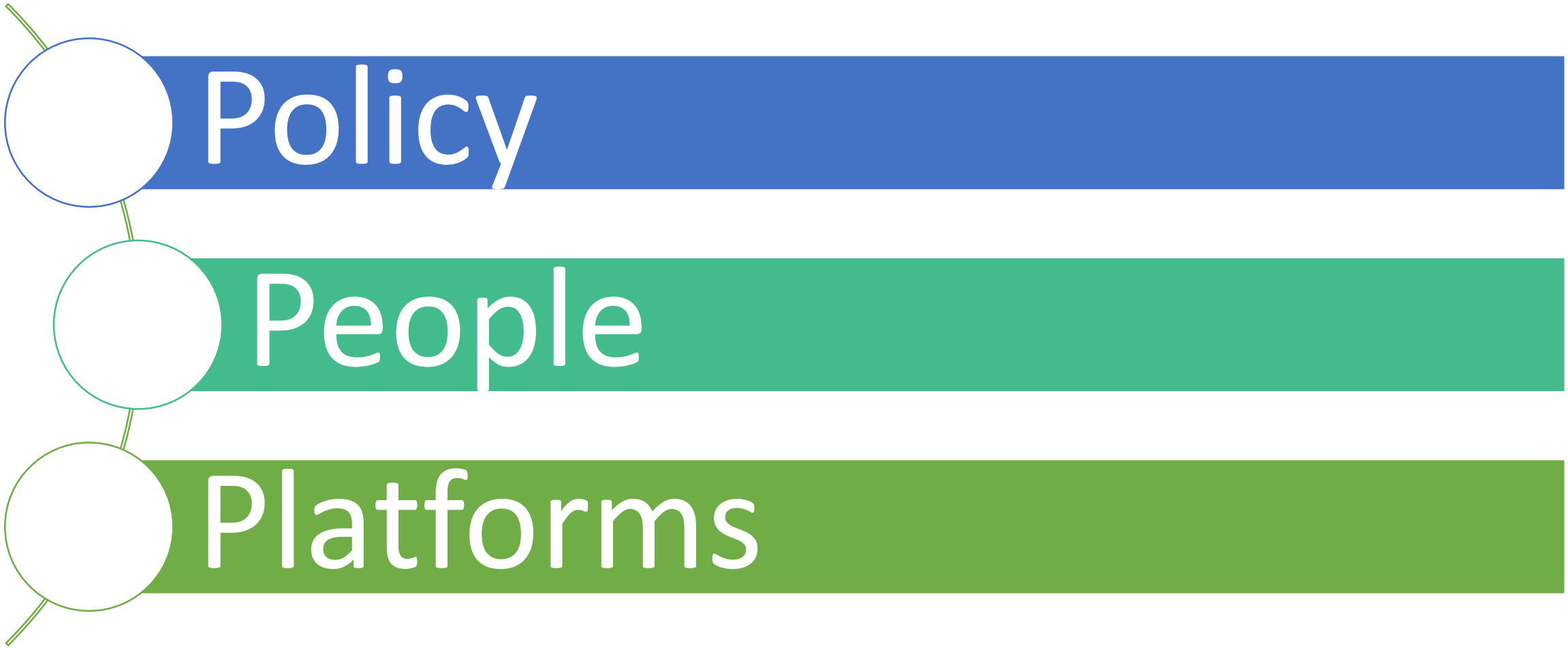

Policy advisor
Towards consortium
Account Manager / Innovation Officer
Project Manager
Call
Idea
Proposal phase
Submission
Evaluation
Start phase
Project phase
Closure / Audit
Towards research group
Project Advisor
Financial advisor
Legal advisor
Administrative Assistant
Research Coordination office
Tech Transfer Office
Finance department
EU team
Team Coach
Policy Advisor
EU Subteam Planet
EU Subteam People
EU Subteam Prosperity
Innovation Officer (IOF)
Financial controller

Programme	People	Planet	Prosperity
Contact	Pieter-Jan Hutsebaut	Lieve Huys	Nathalie Vandepitte
ERC	Panels LS + SH	Panels LS + SH	PE
MSCA	Panels SOC + ECO + LIF	Panels LIF + CHE + ENV	Panels ENG + MAT + CHE + ENV
Horizon Europe Clusters	1 - Health	6 - Food, Agriculture, Natural Resources	5 - Climate, Energy, Mobility
	2 - Culture, Creativity and Inclusive Society	6 - Bioeconomy, environment	4 - Digital, Industry and Space
	3 - Civil Security for Society		
EIC	Health & SSH-related	Nature-related	Physical Sciences & Engineering
EIT-KICs	EIT Health	EIT Raw Materials	EIT Urban Mobility + EIT Raw Materials
EFRO/Interreg	Health & SSH-related	Nature-related	Physical Sciences & Engineering
Other EU + INT	Health & SSH-related	Nature-related	Physical Sciences & Engineering


GHENT
UNIVERSITY


Research Department
Policy and Quality Enhancement Unit
Impact policy
Research Co-ordination Office
Technology Transfer Office
University Library
EU team

INSTITUTIONAL POLICY on societal impact



Policy

- ✓ Cherry picking from institutional policy plan (2015)
  - Roadmap of possible changes (no staff or funds)
  - Common understanding: valorisation/value creation > impact
  - Taxonomy of pathways to impact

- ✓Link with SSH strategy
- ✓Interdisciplinarity, even transdisciplinarity
- ✓Open science

Policy

✓ Different approach to assessment

- Responsible use of indicators and descriptors (signing DORA)
- New career and progression model for professors
- Group instead of individual
- Case studies: narratives, focus on process & interactions (research in context)

✓Funding

- Separate fund for societal value creation activities
- Generic and tailored advice for other funding sources

Policy

✓ Impact literacy

- Training
- Plan ahead, be able to articulate impact
- Understand funding requirements
- Cf. knowledge brokers

People

- ✓ (Tech Transfer Office)
- ✓ Strategic investment in impact knowledge brokers (IDC)

https://www.ugent.be/en/research/research-ugent/trackrecord/idcs.htm

  - 10 brokers embedded in interdisciplinary research consortia aimed at societal impact

  - Funded by university's Special Research Fund + Part of Research Department
  - Complementary to Business Developers funded by Industrial Research Fund
  - Evaluation on the basis of (1) pathways to impact and (2) case study approach > inclusion of external review

- ✓ Community of practice: decentralised network, train-

Platforms

- ✓ Mix of ‘regions of impact’
  - Importance of local impact and stakeholders
  - Links with educational policy domain (CSL)
  - Development co-ordination
- ✓ University-wide PE & outreach platforms
  - Extensive scicomm events + collaboration with Sustainability
  - De Krook
  - Ghent University Museum
- ✓ (Inter)National networks & projects
- ✓ Adapted communication (incl. case studies/success stories)

Partnerships & platforms

- ✓ GISMO: making impact activities & expertise visible
  - E-CV (reusable data)
- ✓Altmetric

A collated record of all of the online shares and mentions of your research

View all of the original comments and coverage

Around any kind of scholarly output

- Data sets*
- Clinical trial records
- Peer reviewed journal articles
- Books
- Book chapters
- Policy documents, guidelines, white papers**
- Presentations, blogs, anything web-native

10 Interdisciplinary research consortia aimed at societal impact (IDC)

PSYNC
consortium klinische psychologie

Crime, Criminology & Criminal Policy
Research Consortium Ghent University

Ghent Centre for Global Studies

human rights centre

GHENT UNIVERSITY

HENRI PIRENNE INSTITUTE FOR MEDIEVAL STUDIES

DELTA

STADS ACADEMIE

And…

- CESSMIR
- Work@UGent
- GRAY

LESSONS SO FAR

- ✓ Co-create policy and infrastructure
- ✓ Group effort
- ✓ Longterm relationship of trust with stakeholders
- ✓ Not a straight-forward job

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RESEARCH DEPARTMENT

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Twitter: @ResearchUGent
(personal: @sterretje8)

Thank you

Enjoy lunch!

Access to EU research funding through societal impact

7-11 December 2020

OVERVIEW OF THE COURSE

Monday 7 December – Welcome and introduction to EU research funding through impact
Anika Duut van Goor, Jan Andersen and Danielle de Boer

Tuesday 8 December – Methods for impact assessment and developing an EU research strategy
Simon Kerridge and Danielle de Boer

Wednesday 9 December – Building collaborations between Universities and Universities of Applied Sciences and building an impact infrastructure
Bruno van Koeckhoven and Esther de Smet

Thursday 10 September – Understanding the changing EU R&I landscape and Strengthening cross-border research collaborations
Otto Bruun and Brigita Serafinavičiūtė

Friday 11 December – Horizon Europe grant writing and closing
Cecile ten Kate and Yvonne Vermonden
Case study presentations

AESIS

#EUF2020