Welcome to **Day 4** *of the international course on*

Advancing Societal Impact of Social Sciences and Humanities

12, 14, 19, 21 & 26 May 2020

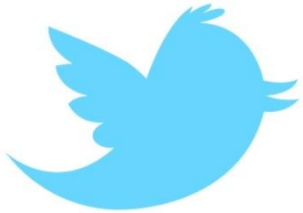
AESIS

NETWORK FOR
ADVANCING & EVALUATING THE SOCIETAL IMPACT OF SCIENCE

OXFORD UNIVERSITY INNOVATION

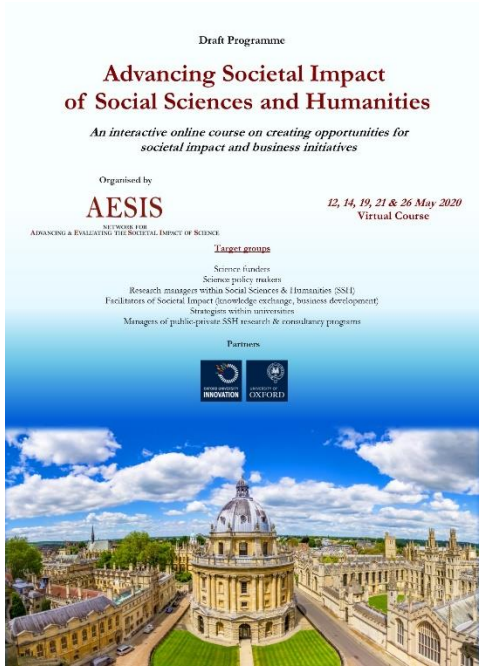
UNIVERSITY OF OXFORD

DAY 4



#OXCO20
@AESISNET

OVERVIEW OF THE COURSE



Tuesday 12 May - Introduction, Spin offs and IP policies
Mark Mann & Marc Sedam

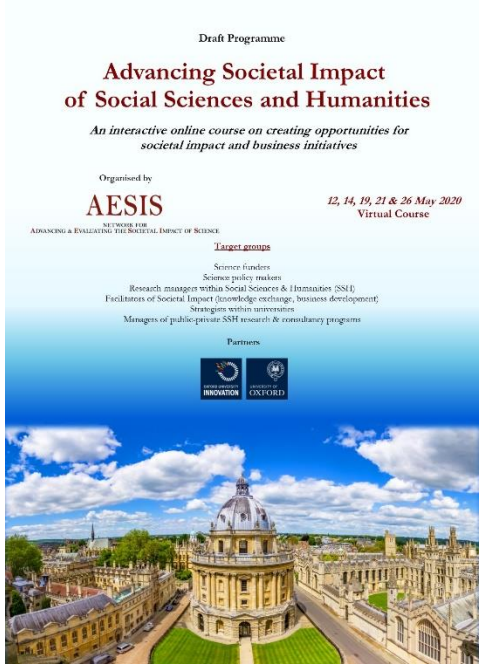
Thursday 14 May - Identifying and Developing Business Opportunities
Frank Zwetsloot & Mikkel Rasmussen

Tuesday 19 May - Implementing an Impact Strategy in your SSH University Unit
Thomas König & David Budtz Pedersen

Thursday 21 May - Structures for Mapping and Assessing Impact of SSH
Adam Luqmani, Catherine Kerfoot & Alis Oancea

Tuesday 26 May - Consultancy Opportunities for SSH
Oliver Cox
Case study presentations

OVERVIEW OF THE PROGRAMME



Part 1

Recap

Introducing today's theme

Catherine Kerfoot & Adam Luqmani

Creating Frameworks for Operationalizing Societal Impact

Part 2

Alis Oancea

Research Assessment Strategies for Impact

Informal Lunch Chat

Catherine Kerfoot

Head of Strategy Impact & Evidence

Arts & Humanities Research Council, U.K.

Adam Luqmani

Senior Portfolio Manager Innovation & Impact

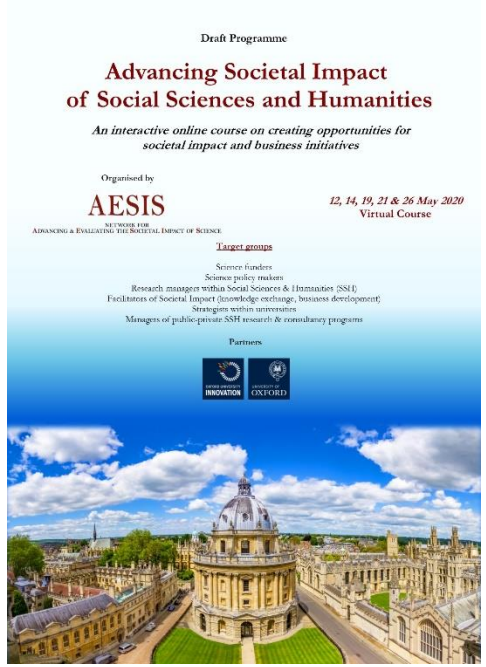
Arts & Humanities Research Council, U.K

QUESTIONS?

Break

*We will be back at **11.15 (BST)***

OVERVIEW OF THE PROGRAMME



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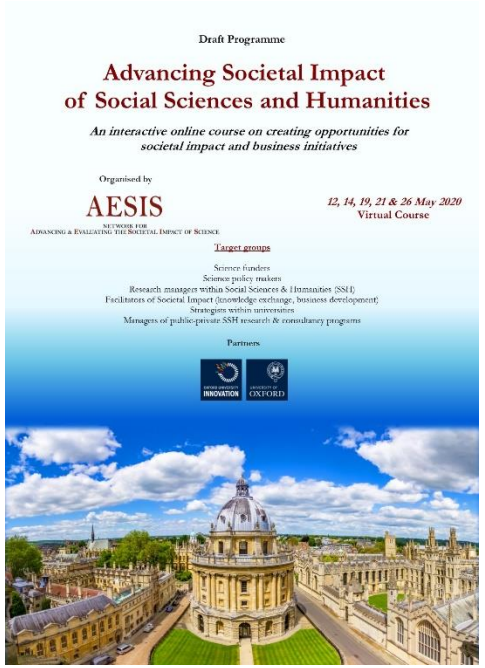
Informal Lunch Chat

Alis Oancea

Director of Research in the Department of
Education & Special Advisor on Research Impact
University of Oxford, U.K.

QUESTIONS?

OVERVIEW OF THE COURSE



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Thank you

Enjoy lunch!

Research Assessment for Impact

Alis Oancea

Professor of Philosophy of Education and Research Policy

University of Oxford

Twitter: @ciripache

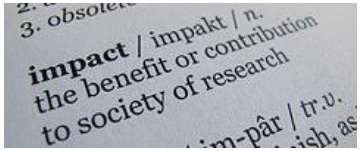
Email: alis.oancea@education.ox.ac.uk

By way of introduction…

[photos removed]

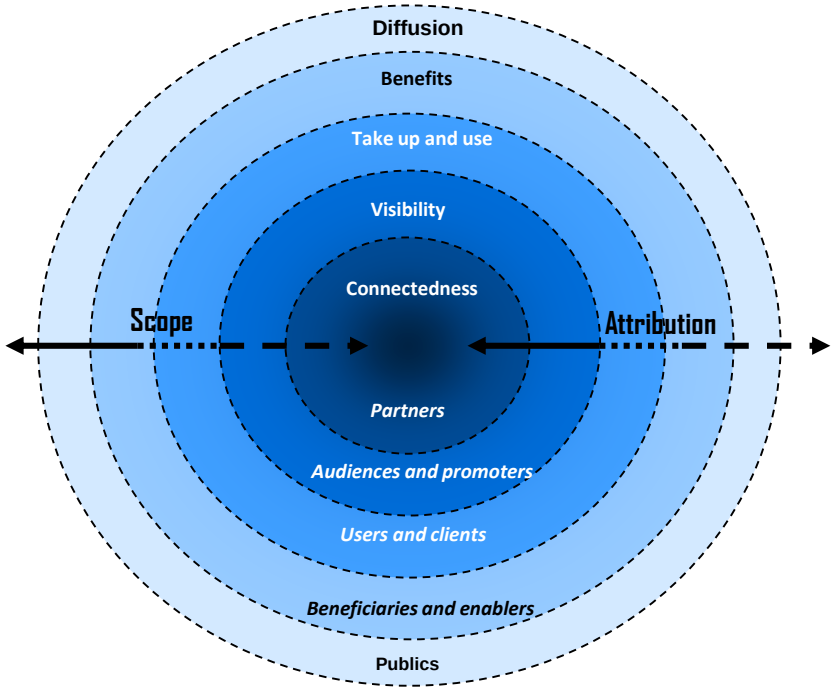
Structure

- What do SSHA researchers value about the contributions of their areas of scholarship?
- How well do these values translate into institutionalised discourses and practices?
- Where are the blind spots?
- How can these contributions be evaluated and assessed *for* impact?



Visual metaphors

The professional space for impact



(c) Alis Oancea, 2011

What do SSHA researchers value about the contributions of their areas of scholarship?

Impact narratives: social sciences

- **Anchor**: societal relevance
- **Evaluation**: policy influence, service uptake, educational engagement, methodological transfer, public influence, visibility; engagement and co-construction.
- **Key challenges**: types and modes of research, inter- and multi-disciplinarity, politics, diversity

Forget the new buzz-word about impact – if you were talking to me a decade, or even two decades ago, I would have said the most important thing for my research is, does it have an impact on policy, which in turn has an impact on people, or on the well-being of people. That's what my research is about. (social sciences interview)

(c) Alis Oancea, 2011

Impact narratives: ‘professional schools’

- **Anchor**: Nexus teaching-research, infrastructure for KE and network-building
- **Evaluation**: innovation, professional education and entrepreneurship (vs consultancy and commercialisation)
- **Challenges**: ‘porous boundaries’, politics of status, (re)positioning in HEIs

Impact narratives: arts and humanities

- **Anchor**: cultural value, public engagement, creative industries
- **Evaluation**: outreach, educational value, recreational and commercial value
- **Key challenges**: disciplinary traditions, collective processes, creative practice

It's not really the impact of one individual; it's the impact of the whole field, and hundreds and hundreds of people, from all different parts of the world, working on this problem. (humanities interview)

(c) Alis Oancea, 2011

Value

- Example: ‘You can bank on culture’ campaign

Photos removed

Oancea et al, 2014, 2018

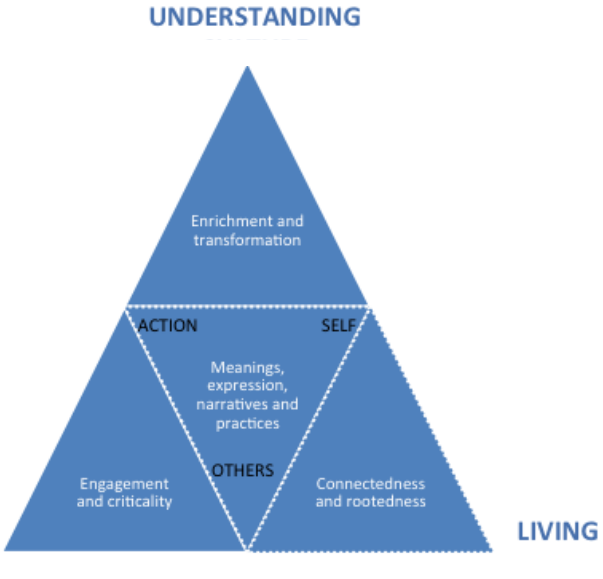
Debates…

- Instrumental vs intrinsic value
- Measurable vs. ‘ineffable’
- Monetisation vs aestheticisation
- ‘High’ vs ‘low’ culture, elite vs mass
- Positive vs ‘negative’ impacts
- Intelligent accountability vs politics of metrics
- Analogue vs digital

- contested concepts

Personal and interactional enrichment and transformation: personal growth and well-being - being and becoming human; self knowledge and expression; depth of thinking and "widening of intellectual horizons"; release, coping, healing and exhilaration; enjoyment and pleasure; making sense of human action and experience in different material, social and cultural environments

Engagement and criticality: aesthetic experiences, expression and appreciation; (cultural access), engagement, and participation; (cultural) rights, social change, voice and resistance; productive engagement with cultural industries; making marginalised or silenced identities visible and vocal; motivating dialogue and understanding of difference



(c) Oancea, Florez and Atkinson, 2018

Connectedness and rootedness: (social and cultural) interpretation, understanding and empathy; social cohesion, sense of connection, belonging and security; sustaining the links with the past and with place; appreciation of cultural identities; recovering past or marginalised material and historical value

How well do these values translate into institutionalised discourses and practices?

Career progression and reward

- Uni 1: four areas of activity are recognised: (i) Research, (ii) Teaching and other student-related activity, (iii) Service and Leadership, and (iv) Knowledge Transfer and External Engagement.

- Uni 2: performance in seven dimensions: A1-3, Research and Scholarship (Outputs, Award Generation, Supervision); B. Impact; C. Learning & Teaching Practice; D. Leadership, Management & Engagement; E. Esteem.

- Uni 3: three areas: Research/Scholarship (originality, contribution to the advancement of knowledge, reputation); Teaching; General Contribution (e.g. administration, management of research groups, the creation and management of multi-institutional/national/ international research facilities, widening participation activity, the design and delivery of outreach programmes, editorial work, clinical work).

- Uni 4: two requirements: (i) Outstanding achievement in Research or Professional Practice (including impact and industry/business collaborations and income) or Teaching & Learning ; AND (ii) Very high level of achievement in relation to both Professional Standing (research, teaching and learning or enterprise) and Senior leadership.

Recruitment
Job advert: Senior Lecturer in Cultural Industries

- C1 Extensive breadth and depth of knowledge in the specialist subject/discipline develop research and teaching programmes/methodologies/learning support
- C2 Established reputation in research and teaching, including an international research profile in the subject area
- C3 Proven ability to design, review and enhance multiple learning, teaching and assessment programmes.
- C4 Ability to communicate complex or conceptual ideas to those with limited knowledge and understanding and developing early career academic colleagues.
- C5 Ability to contribute to broader leadership and management activities along with an awareness of current and future priorities of the University/College/School/Service.
- C6 Established track record of research outputs and of applying for, and securing, external research funding compatible with enhancing the School's research profile in accordance with School objectives.
- C7 Experience and achievement in the relevant field reflected in an expanding personal academic portfolio.
- C8 Experience of developing and demonstrating teaching and research methods and devising models, approaches, techniques, critiques and methods.
- C9 Track record of continuous engagement with current practice and developing knowledge.

Job ad: Associate Professor in Sociology

- The candidate must have a PhD degree in sociology or equivalent, and a demonstrated ability to contribute to the continued development of sociology as a discipline at the Department through research activities, publications and education.
- In the evaluation of candidates for the position, emphasis will be placed on research and international publications the last five years as well as the candidate's future research potential. In the assessment of publications, originality, quality and scope will be emphasized.
- Teaching abilities are an important factor in the evaluation of candidates. Relevant pedagogical and other experience should be well documented in a teaching portfolio that addresses students' learning, development over time, a research attitude to teaching and learning, and a collegial attitude and practice.
- A proven ability to succeed in competitive, international arenas is an advantage (e.g. stipends, grants, publications, prizes).

Associate Professor (Research) in Entrepreneurship

- PhD, or equivalent, in entrepreneurship or business related
- Significant experience working in research in entrepreneurship with an international/national profile
- Teaching and assessment in an institution of Higher Education e.g. supervision of projects/dissertations; teaching of research methods; using research findings to inform teaching & learning practice/curriculum
- Track record of preparing and obtaining research funding and managing funded projects.
- Record of publishing peer-reviewed papers and/or presentations at international peer-reviewed conferences
- Up to date knowledge and understanding of relevant discipline and contribute to innovation and development in own field.
- Ability to carry out a research project under minimum supervision. Project management skills.
- Ability to communicate complexity clearly to a wide range of audiences including being a media spokesperson in an area of expertise.
- Ability to manage, supervise and motivate junior colleagues and research students undertaking a research project
- Demonstrate adherence to regulations e.g. ethics, legal requirements
- (Inter)personal skills: self-motivation, ability to work in a team, proactive, organisational skills, time management, initiative, IT skills, literature search skills
- Presents a professional image to a range of external client groups/ stakeholders.

Impact in REF 2014: all subjects (6975 CSs)

- Types of impact vary **with disciplines** (e.g. Panel A clinical guidance 19%, Panel D media 26%), but pathways diverse in all (3709 pathways)
  - **Largest** - public policy and parliamentary debate impacts
  - **Small** % of commercial activity (5% CS spin outs, 9% patents, 10% licenses)
  - **PER** c6% CSs - Oxford, Cambridge and Edinburgh / Panel D
- **Stakeholders**:
  - Panel A – patients, NHS, clinicians;
  - Panel B: companies, manufacturers, engineers;
  - Panel C: children, communities, governments, workers, banks, unions;
  - Panel D: students, schools, teachers, museums, curators, writers, journalists

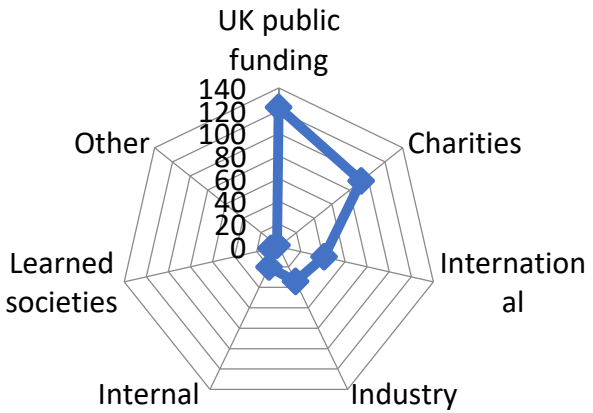
(King's College, 2015)

Type of corroboration source (in n=265 CSs)	No (total n=1632)
Testimonials	
Print and broadcast media	
Digital and social media	
International organisations and supranational agencies documentation	
Independent academic and professional publication	
Professional bodies and societies documents	
Other UK national public bodies incl. RCUK	
Industry documents and publications	
UK national and local government documents	
Third sector documents	
Art and culture organisations publications	
Foreign governments and bodies	
Educational and training material	
Parliamentary documents	
Documents relating to spinouts	
CS researcher-produced sources	
Research websites	
Award information	
Web and altmetrics	
Clinical trials	
Court case reports	
Other	

(c) Oancea and Djerasimovic, 2015

Funding footprint of impact – one institutional example
(in no of CSs not volume of funding)

FUNDING SOURCE (until 2014)
UK public funding (mostly RCUK)
Charities
International and supranational organisations
Industry and business
Internal University funding
Professional associations/ learned societies
Other



(c) Oancea and Djerasimovic, 2015

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Latest

Documents

Related links

Research and innovation areas

Preparedness and response

Diagnostics

Treatments

Vaccines

Equipment

Society, Economy, Behaviour

Infrastructures and resources

Global cooperation

Financial support

Data, regulations, guidelines

Highlights

Coronavirus research to receive €122 million of additional funding

The Commission has mobilised an additional €122 million from its research and innovation programme, Horizon 2020, for urgently needed research into the coronavirus. The new call for expressions of interest, part of the range of EU-funded research and innovation actions to fight the coronavirus, contributes to the Commission's €1.4 billion pledge to the Coronavirus Global Response initiative,

Working in pairs…

- Have a look at the four examples of impact from the SSAH provided
- Questions:
  1. What is (are) the key impact/s here?
  2. Who benefitted?
  3. Is it well communicated?
  4. In your view, is this a typical example of SSAH impact?
  5. Why?

Image: A. Oancea

Narrative construction of impact accounts

a) Climactic
b) Headline
c) Portfolio
d) Chronological

(Oancea and Djerasimovic, 2015)

Social Work: Improving evidence-based policy and programming for AIDS-affected children in Sub-Saharan Africa

Since 2005, a pioneering set of Oxford University studies has actively informed the development of evidence-based policy, practice, and programming for AIDS-affected children in Sub-Saharan Africa (totalling an estimated 85 million children, orphaned by HIV/AIDS or living with AIDS-ill caregivers). Key impacts include new policies: on psychosocial support; on „young carers" of AIDS-sick parents as well as orphans; and on child abuse prevention for AIDS-affected families. These are based on Oxford findings that revealed major effects of parental AIDS on children"s psychological, educational and sexual health. Crucially, the research has also identified modifiable pathways of risk and resilience that have been used to guide interventions. As a result, studies are extensively cited in policy documents of the South African government, US President"s Emergency Fund for AIDS Relief (PEPFAR-USAID), UNICEF and Save the Children, and have been used to train over 10,000 health and community staff and to develop programmes reaching millions of children throughout the region.

REF 2014

Education: Shaping Early Years Education Policy and Practice

The large-scale, longitudinal research on early years education, in particular the Effective Provision of Pre-School Education study, led from Oxford by Sylva and Sammons, has shaped the design, funding and implementation of policy at local, national, and international levels, and has contributed to major shifts in public discourse, and changes in early years practice over the past 15 years. The wide-ranging policy changes shaped by this research have transformed the landscape of early years education, and include: 15 hours/week of free early years education for 3-4 year olds; free early years places for disadvantaged 2 year olds (Two Year Old Offer); the Early Years Foundation Stage (EYFS) Curriculum; and major funding (the Graduate Leader Fund) to upgrade the qualifications of preschool staff.

REF 2014

Philosophy: Giving What We Can: the Fight Against Poverty in the Developing World

Dr Toby Ord is the founder of an international organisation called *Giving What We Can*. This organization is dedicated to the fight against poverty in the developing world. Its members pledge to give at least 10% of their income to aid and to direct their giving to the organisations that have a demonstrated ability to use their incomes most efficiently. The impetus for the founding of the organization was provided by Dr Ord's early work in ethics. He subsequently undertook additional research into how his ethical ideas could be put into practice. The fruits both of this research and of related research by other Oxford philosophers appear on the organisation's website, where, through a combination of pure and applied philosophy, the ethical case for making the pledge is urged. The arguments advanced have proved to be extremely persuasive: many people have been moved by them, and to great effect. The organisation has over 326 members, from seventeen countries, who together have pledged to give over US $130,000,000 to charity.

REF 2014

Music, Drama, Dance and Performing Arts:
The social, cultural and economic impact of practice-led early music research

Practice-led performance research at Oxford fosters dynamic, interactive relationships between academics and professional ensembles that are of huge cultural and economic impact to a wide variety of beneficiary groups. This case study presents two internationally recognised research-led groups – Phantasm and the Choir of New College, Oxford – whose work offers strong examples of social and cultural impact, including: a significant contribution to public understanding of English and European musical and cultural heritage; increased public access to previously inaccessible repertories; contribution to the local economy and tourism industry in Oxford; and the provision of unique educative opportunities for instrumentalists and singers.

Narrative construction of impact accounts

- **Script types**
  - The money stories: Business success
  - The urgency stories: Demand or need driven
  - The practical stories: Problem- solution
  - The common good stories: Public and cultural interest
  - The weight of knowledge stories: Accumulation of compelling evidence
  - The technological leap stories: Innovation and transfer

Oancea and Djerasimovic, 2015

Where are the blind spots?

??

- Internal diversity and politics - “SSHA”, “AHSS”, “HASS”
- Instrumentalism and agenda setting
- Disciplinary hegemonies
  - Questions
  - Approaches
  - Timeframes
  - Language
- Inequalities
- Open scholarship
- Ethics
- Creativity, criticality vs strategy, implementation

Oancea, 2019

Vulnerabilities in organisations

- overly tight division of labour and tracking;
  - expansion of parallel functions;
  - division academic/professional;
- micro-management;
- misrecognition of impact and impactful work;
- lop-sided ‘partnerships’, injustices and resource grabbing;
- institutionalised condescension, conceit, attention seeking, boastfulness…?

Oancea, 2019

- “We measured [impact] according to the criteria by counting the reviews, itemising all the different stakeholders, showing how it had informed lots of television programmes and showing that it had actually influenced […] policy”
- “But we have to just be careful that we don't then become prisoners of those metrics.”

(principal investigator)

(c) Alis Oancea 2014

Risks and caveats of impact metrics

- *Instrumentalism*: means-ends separation - commodification of value
- *Simplification*: downplaying conceptual complexity and practical serendipity
- *Homogeneisation*: glossing over diversity (disciplines, modes of inquiry)
- *Opacity*: obscuring power relations
- *Short-termism*: unable to capture "sea-change" nature of e.g. cultural shifts
- *Too exclusive*: narrowing of scope for the sake of definitional boundaries
- *Too inclusive*: broad to the point of being "virtually meaningless"
- *Residual*: what's left after accounting for more defined forms of value
- '*Macrotising*': artificial aggregation of surface/ non-standardised metrics
- *Underdevelopment* : weak conceptual network ("contribution", "impact")
- *Obsolescence*: through association with particular performance regimes
- *Validity and reliability issues*: proxy indicators

(c) Oancea et al, 2017

How can these contributions be articulated and evaluated?

Configurative approach to articulating impacts:
Participatory Network Mapping

Oancea et al, 2017

A. Composition and breadth:

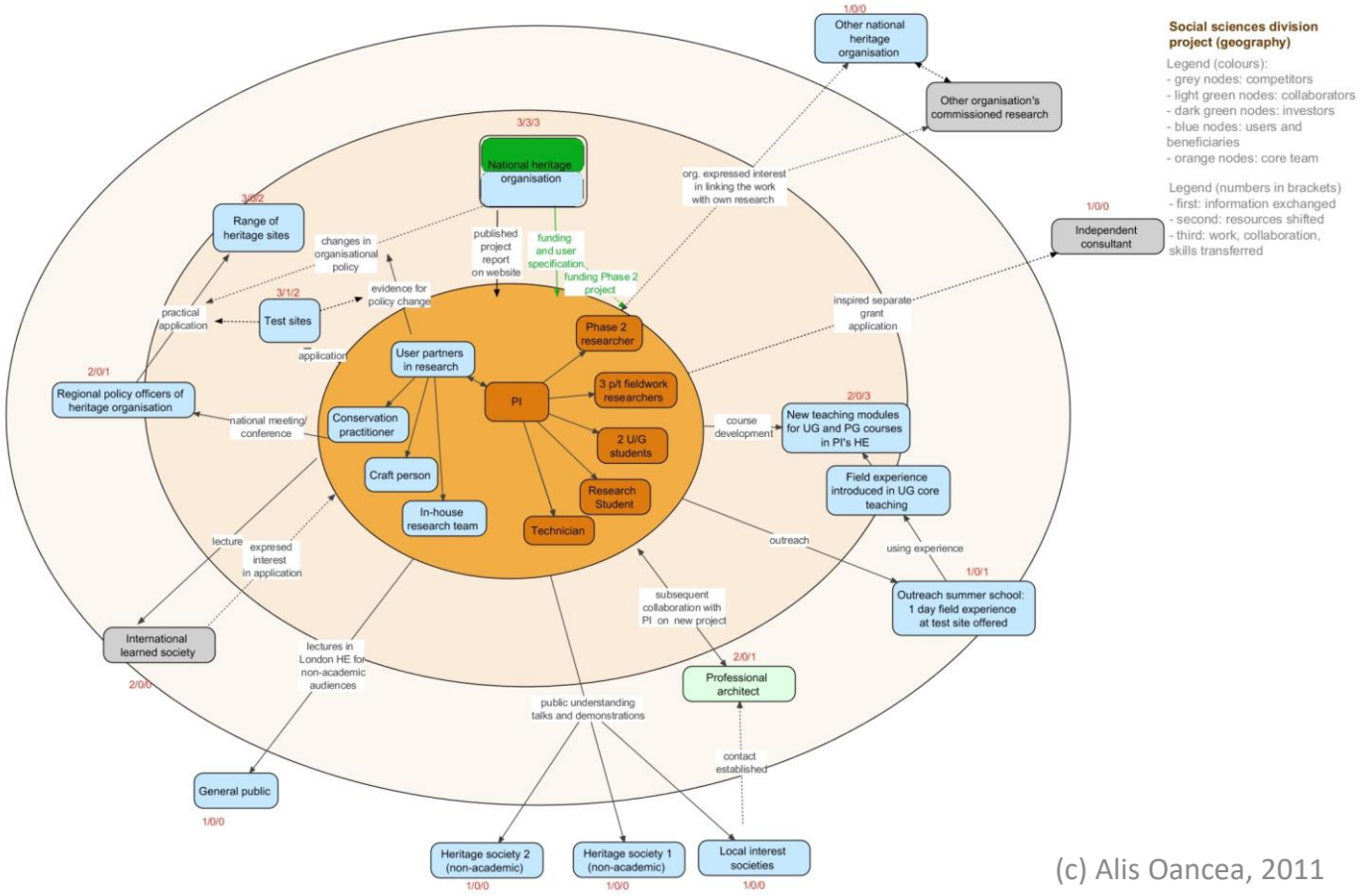
Research team, including (user) collaborators.
Funding body/-ies and institutions contributing in kind.
Partners, users, beneficiaries, other relevant bodies.

B. Relationships: direct/ indirect (including bridges; emergent; dormant)

C. Flows:

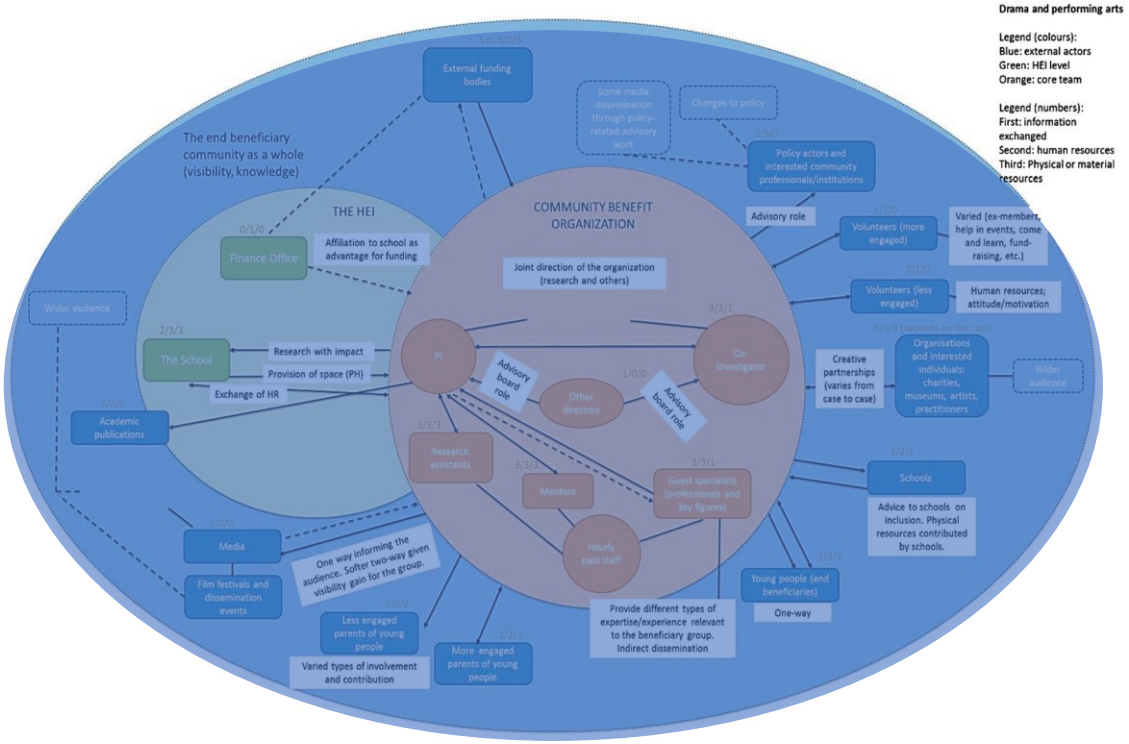
direction: univocal; reciprocal; undetermined
content: information, human resources, physical resources
intensity: weak; moderate; strong; negative

User-commissioned research project (geography)



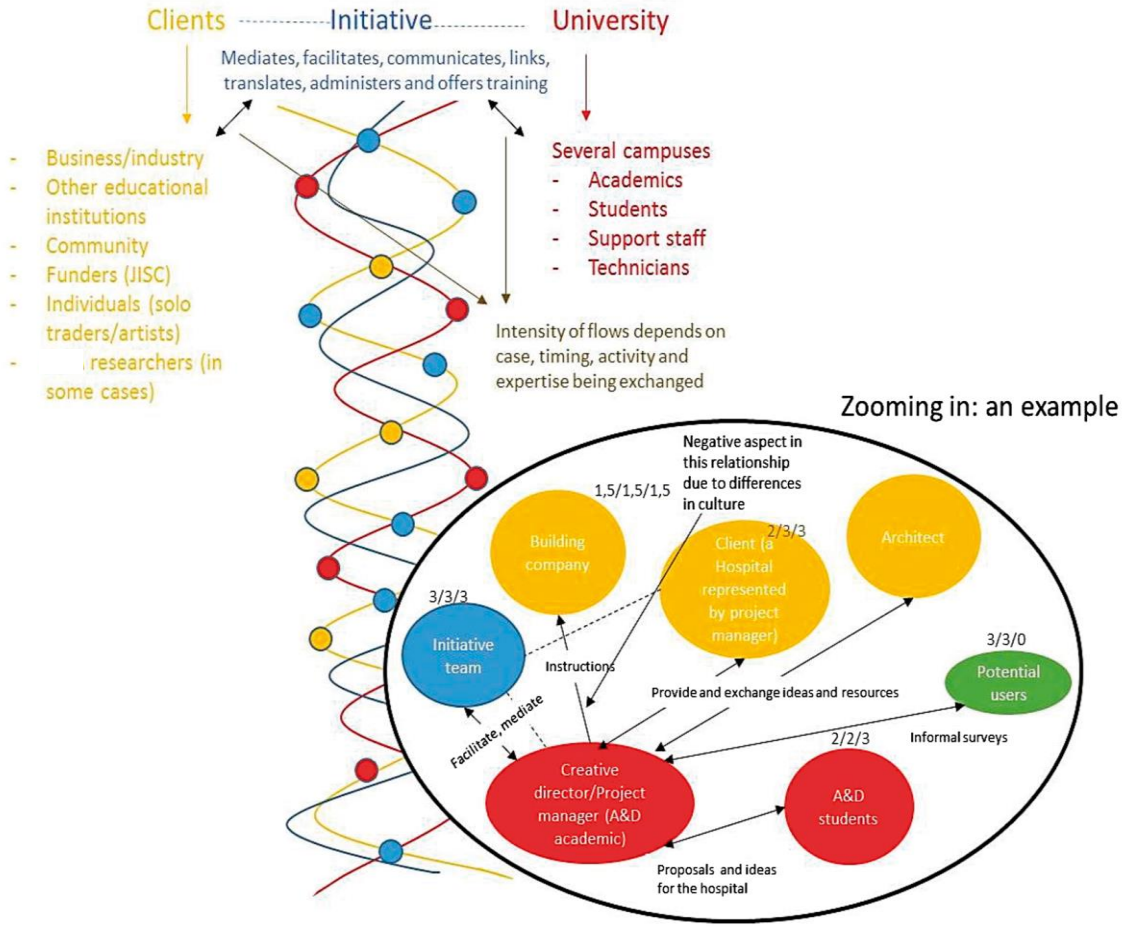
(c) Alis Oancea, 2011

Community- led project (performing arts)



(c) Oancea et al, 2018

Enterprise unit



(c) Oancea et al, 201

In groups, or at home as follow up:

In groups…

(How) may impact monitoring, evaluation and assessment be used to help boost the visibility and benefit of impact activity in your institution?

- What features of your institution would help with that?
- What else would need to be put in place in your institution?

Think:

- Context (see next slide)
- Toolboxes (see next slide)

To unpack your context for supporting and evaluating impact…

Think about:

- Goal of intervention/monitoring/evaluation
- Level
- Institutional mission
- Disciplinary structures, epistemic cultures and research approaches
- Stakeholders, audiences, beneficiaries, local ecosystem
- Wider research environment

Adapted from framework for open science engagement - Wouters, Rafols, Oancea et al (2019)

Toolboxes to support impact

Think about what is available or would need to be put in place, in terms of:

1. Capabilities
2. Infrastructure
3. Responsible reward and incentive systems
4. Exemplars (investments, practices, champions)

Adapted from Wouters, Rafols, Oancea et al (2019)

Debriefing

(How) can impact monitoring, evaluation and assessment be used to help boost the visibility and benefit of impact activity in your institution?

- What features of your institution would help with that?
- What else would need to be put in place in your institution?

These slides draw on work published as:

Oancea, A. (2019) Research governance and the future of research assessment. *Palgrave Communications*, 5 (27). https://doi.org/10.1057/s41599-018-0213-6

Xu, X., Rose, H. & Oancea, A. (2019) Incentivising international publications: institutional policymaking in Chinese higher education, *Studies in Higher Education*, DOI: 10.1080/03075079.2019.1672646

Wouters, P., Ràfols, I., Oancea, A., Kamerlin, L., Holbrook, J. and Jacob, M. (2019) *Indicator Frameworks for Fostering Open Knowledge Practices in Science and Scholarship.* Expert report, European Commission.

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Oancea, A., Djerasimovic, S. and Stamou, E. (2015) *Impact and Knowledge Exchange*. www.education.ox.ac.uk/our-research/impact/kei-toolkit/

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Oancea, A (2014) *Research assessment in the United Kingdom: past experience and current challenges*. ZfE - Zeitschrift für Erziehungswissenschaft, 23.

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Oancea, A (2013) *Buzzwords and values: The prominence of "impact" in UK research policy and governance*. Research Trends, 33, 6-8

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Thank
You