



AESIS

NETWORK FOR
ADVANCING & EVALUATING THE SOCIETAL IMPACT OF SCIENCE

Stockholm, 2-4 November 2022

*Welcome to **Day 2** of the international **AESIS** conference on*

Societal Impact of Social Sciences, Humanities & Arts



Swedish
Research
Council



Vetenskap & Allmänhet



RIKSBANKENS
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OCH SAMHÄLLSVETENSKAP



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Societal Impact of Social Sciences,
Humanities & Arts Conference
2- 4 November, Stockholm

Words of Welcome

Thomas Arctaedijs

*Professor (adjunct) in entrepreneurship at Royal College of Music, Founder of
CSES, Center Center for Social Entrepreneurship, Sweden*

Plenary Opening

Most Prominent Obstacles for Improving Societal Impact of SSHA

Wilfred Mijnhardt

Jonas Björck

Nicky Buckley



Societal Impact of Social Sciences,
Humanities & Arts Conference
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Opening Plenary

Wilfred Mijnhardt

*Policy Director, Rotterdam School of Management, Erasmus University,
the Netherlands*

RSM - a force for positive change

Institutional multi-dimensionality and long term engagement between science-ecosystem & societal stakeholders

Wilfred Mijnhardt, Policy Director RSM

Presentation for: AESIS #SSHA22, Stockholm, 3 November 2022

Agenda for today

1. Obstacle 1: Multi-dimensionality of universities
2. Obstacle 2: Complex stakeholder ecosystems of universities
3. Solution: Professional Rules of Engagement

Obstacle 1:

Multi-dimensionality of contexts

Quality, Responsibility & Impact

When impact & responsibility entered the scene, strategic change was needed at multiple levels in business schools:
in mission, strategy, governance structures/roles, knowledge production model and faculty models



Multi-dimensionality of contexts at university level & industry level

Universities are confronted with growing external multi-dimensionality

University level:

3 contexts / perspectives / lenses co-exist for research, education and engagement

1: Quality context

On standards & compliance methodologies via national and international disciplinary and institutional quality assurance mechanisms, international and national accreditations

2: Responsibility context

On principles & norms, ethics & integrity, via (professional & academic) associations and industry level platforms (like DORA) and science system level changes (like open science movement, EDI)

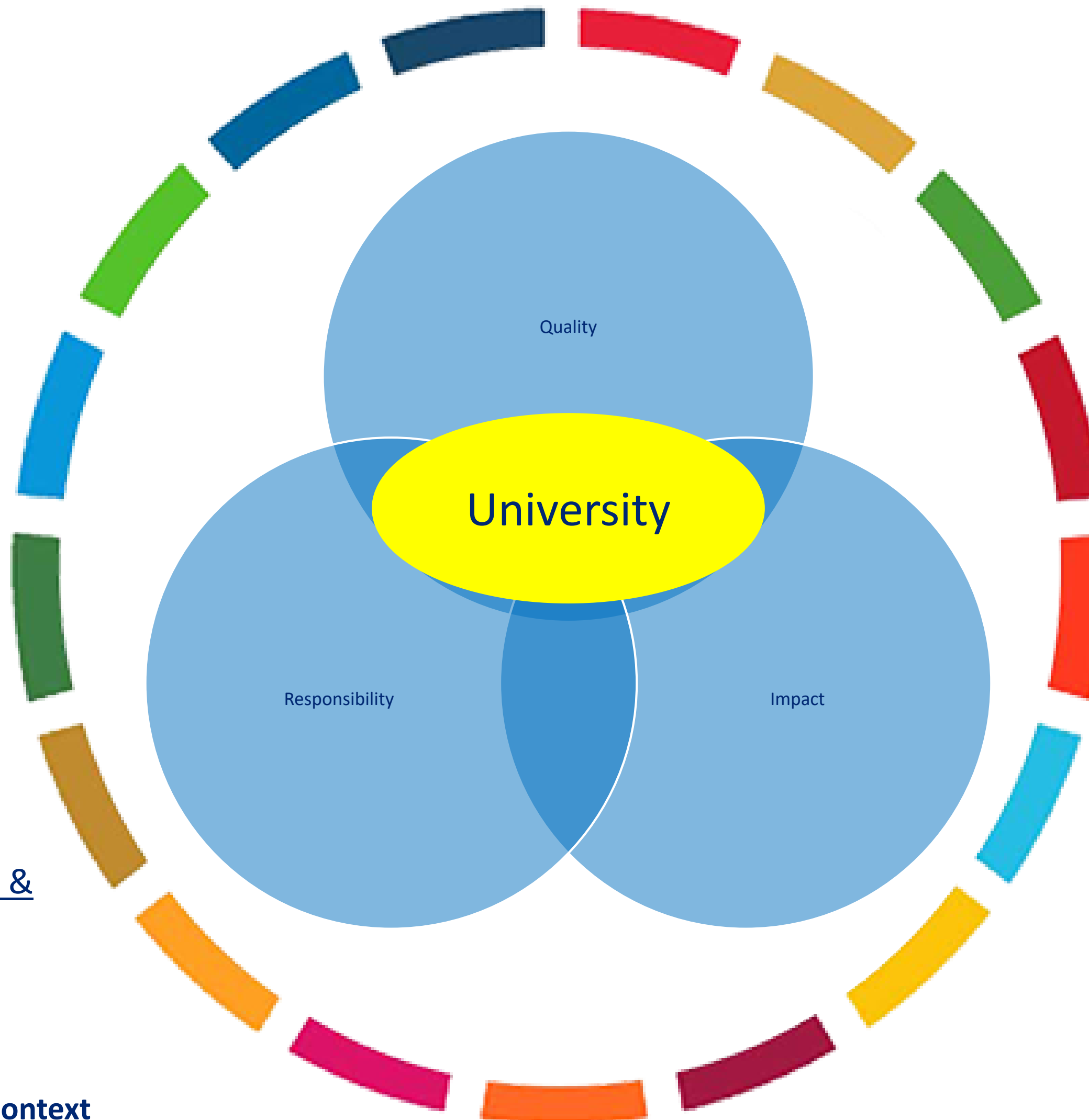
3: Impact context

Relating engagements and differentiations and innovations in the portfolio of activities using metrics & narratives, aiming for transformative influence on careers, business & society, planet, rankings

Industry level:

Universities operate within an overall (global) sustainability context

Represented by 17 UN SDG's



Goals

- 1: Eradicate poverty
- 2: Food
- 3: Health
- 4: Education
- 5: Gender equality
- 6: Water
- 7: Energy
- 8: Economy
- 9: Infrastructure
- 10: Reduce inequality
- 11: Cities
- 12: Sustainable production
- 13: Climate
- 14: Oceans
- 15: Biodiversity
- 16: Institutions
- 17: Implementation

Sustainability context

Multidimensionality: beyond the silo's: multiple impact pathways

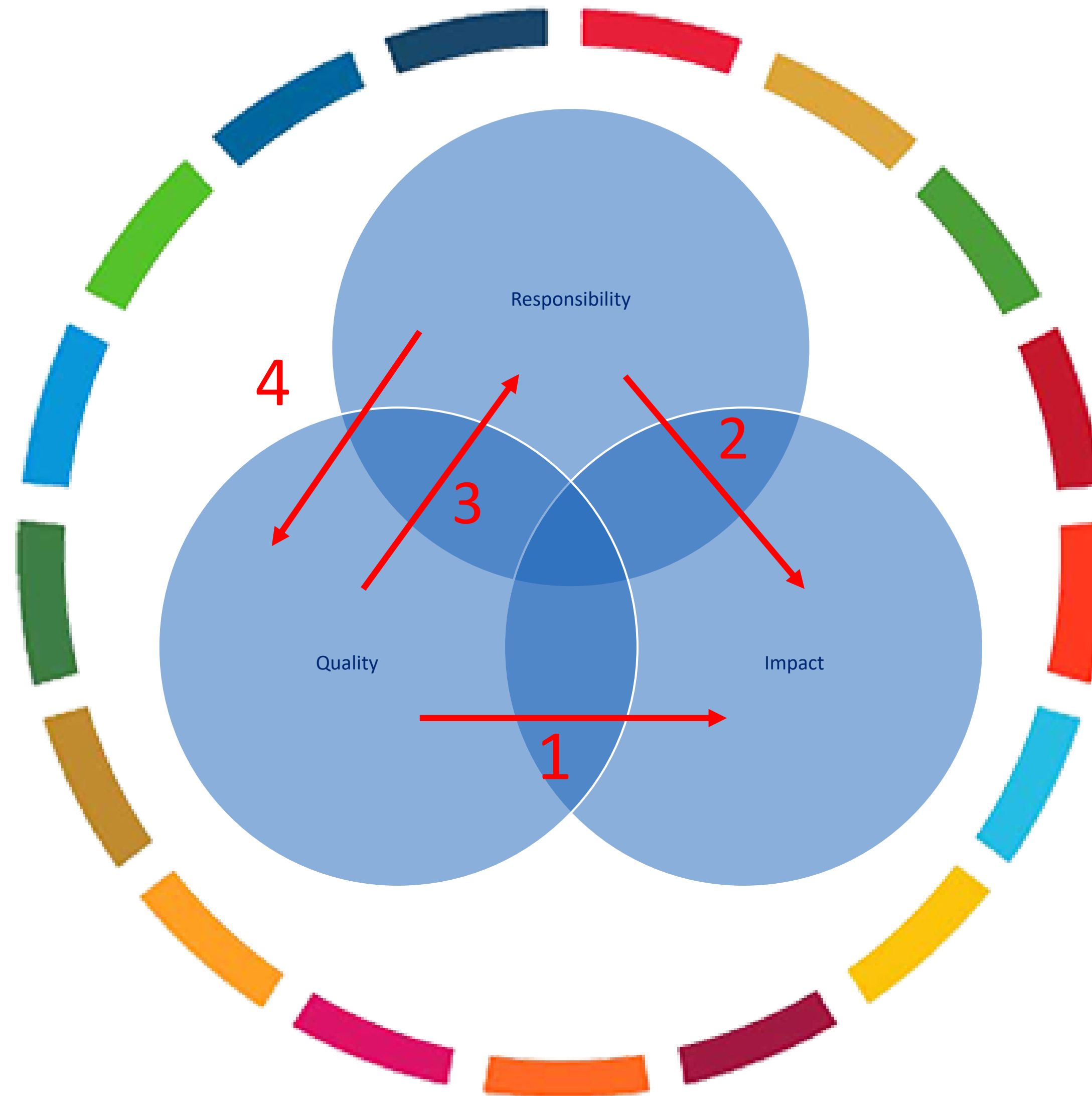
4 main pathways to impact:

1: Quality 2 impact

2: Responsibility 2 impact

3: Quality 2 responsibility 2 impact

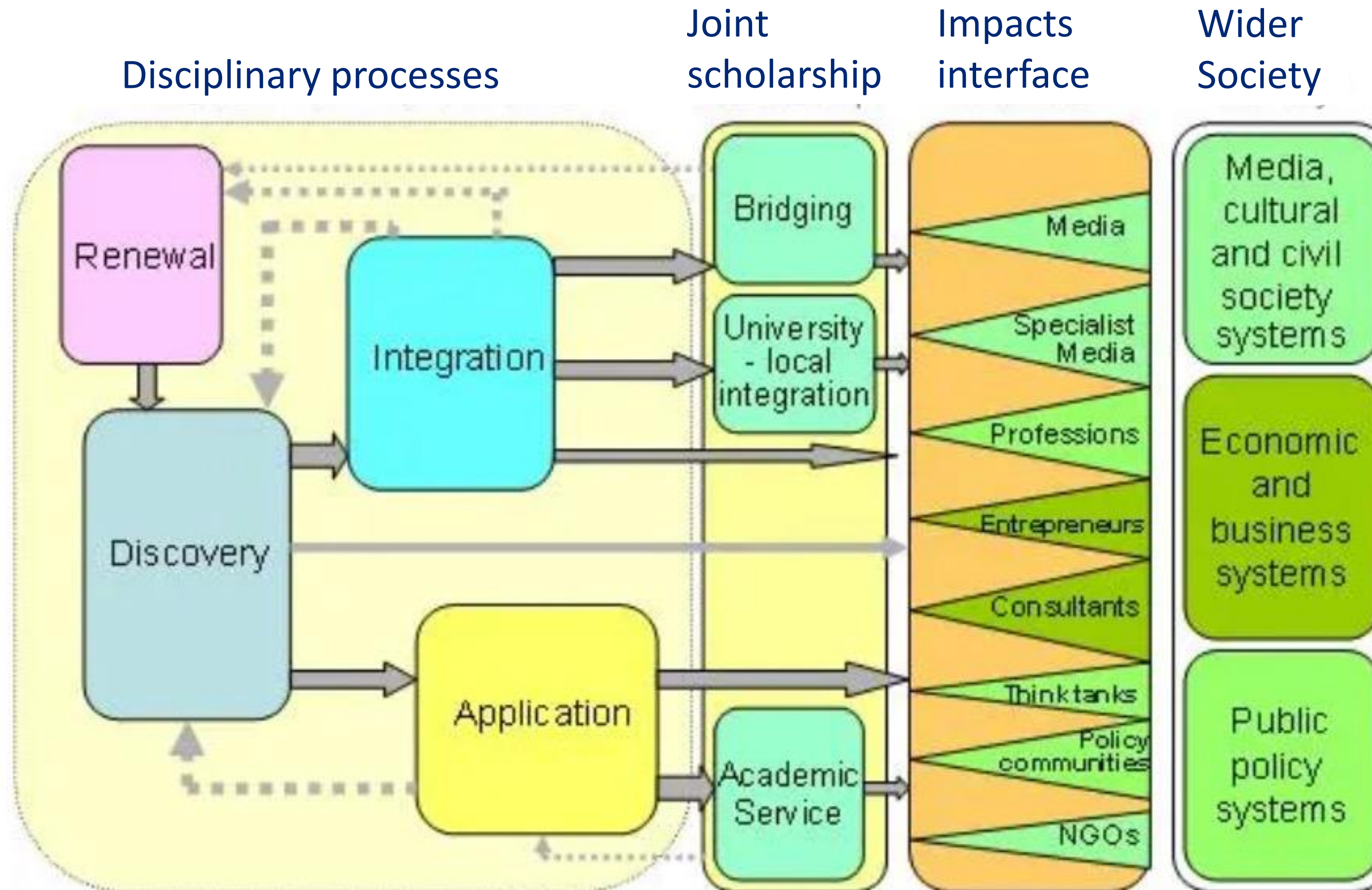
4: Responsibility 2 quality 2 impact



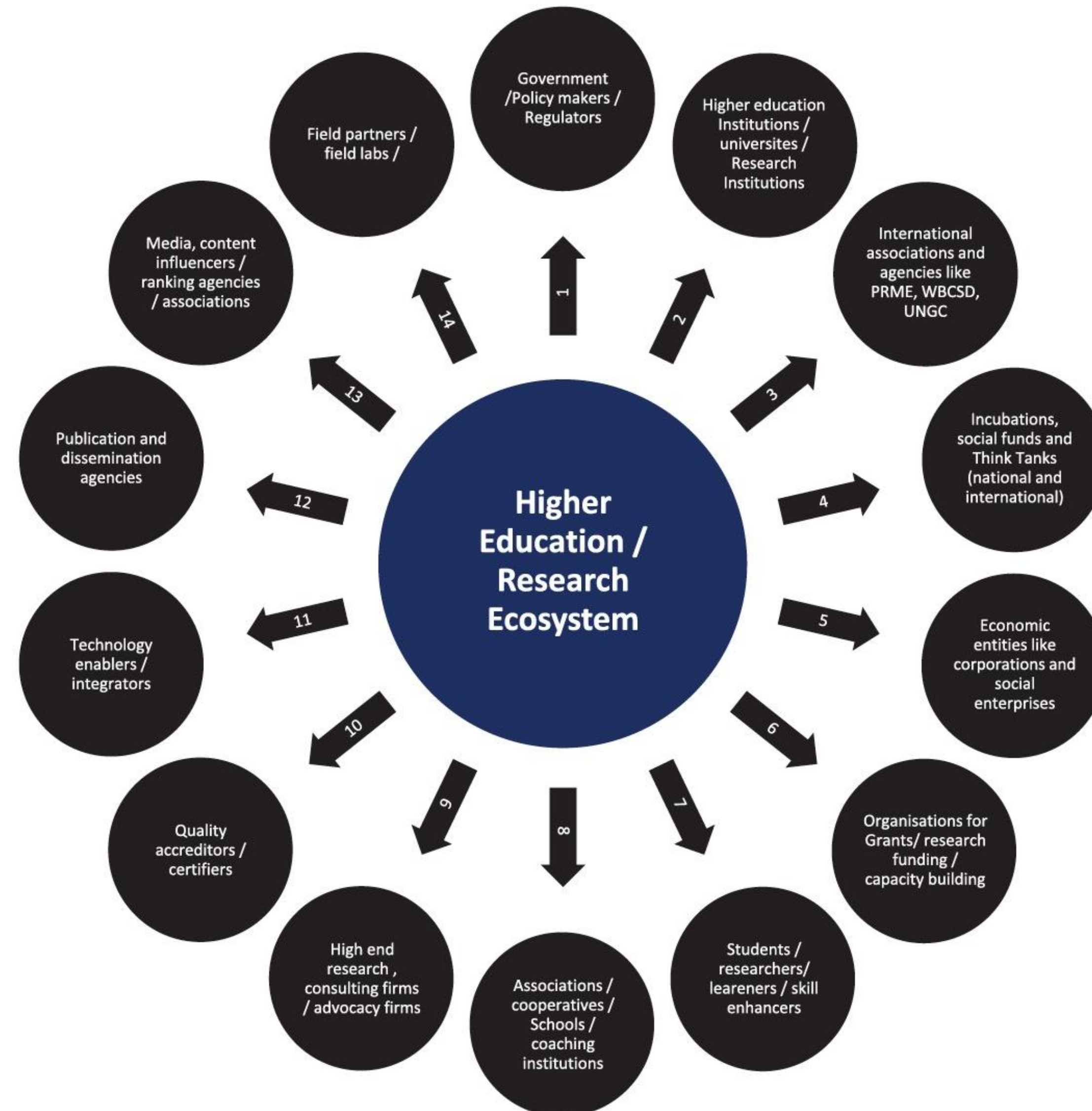
Obstacle 2: Complex stakeholder ecosystems of universities



Looking inside the “impacts interface”



Inside the impacts interface: Complex stakeholder ecosystems of universities



Solution:

Professional
Rules of engagement



Some considerations for long term engagement hygiene

1. Engagement is not a naive game, there are stakes and payoffs
2. Engagement in the context of impact need to be integrated in the institutional duties of care (same as with research & data management)
3. Develop professional risk management capabilities to support faculty in their long term engagements
4. Create transparency on the consequences of risky engagements
5. Impact integrity becomes as important as research integrity

Thank you!

Wilfred Mijnhardt

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← **Wilfred Mijnhardt**
9.156 Tweets

Wilfred Mijnhardt
@wmijnhardt

Wilfred Mijnhardt, Policy Director @RSM Erasmus, Passionate for Universities, Bus.Schools, #excellence #impact #research #RRI #RRBM nuzzel.com/wmijnhardt

📍 Erasmus University Rotterdam 🔗 [nl.linkedin.com/in/wilfredmijn...](https://nl.linkedin.com/in/wilfredmijnhardt)

📅 Lid geworden in mei 2008

2.766 volgend **1.707** volgers

[Profiel wijzigen](#)



The world after COVID-19: how we can do business better

Read on

RSM Impact narratives: RSM Discovery magazine

<https://discovery.rsm.nl/>

Latest issue here: <https://publications.rsm.nl/rsm-discovery-39/>



Rotterdam School of Management
Erasmus University



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Opening Plenary

Jonas Björck

Director General, Forte, Sweden

Improving societal impact – challenges from a research funder's perspective

What is Forte?

- Forte is one of Sweden's three public research councils
- Forte funds research to support people's health, working life and welfare
- We are a government authority under the Swedish ministry of Health and Social Affairs
- Our vision is a society with good health, sustainable working life and high welfare



Our mission

- Funding of basic, needs-driven and interdisciplinary research
- Analysis and evaluation of research and research needs
- Communication, dialogue and collaboration within Forte's areas
- Promoting the dissemination and implementation of research
- Encouraging international research collaboration



Challenges

- To have societal impact research must be relevant and addressing societal challenges. How do we as a funder promote that?
- The costs (time, money) for collaboration with society and dissemination of research results must be acknowledged. But how and by whom shall these costs be covered?
- Pathways to impact must be identified and the uptake capacity among stakeholders strengthened for improved implementation. While primarily not a responsibility for a research funder – are there things we can or should do?

Forte funds needs-driven research

- Thematic calls based on inclusive and collaborative processes for identifying and prioritising knowledge gaps
- Review-panels include both researchers and community representatives to ensure public interest and social relevance
- Assessment based on both traditional scientific criteria and a wider quality concept acknowledging societal relevance and collaboration
- Forte participates in development processes initiated by for example DORA and CoARA

Forte promotes dissemination and collaboration

By acknowledging

- Forte acknowledges dissemination, collaboration and co-production as merits when assessing research applications

By funding and supporting

- Forte supports and funds inclusive research and co-production in research
- Forte arranges seminars and workshops as meeting-places for researchers, stakeholders and the public
- Forte publishes research briefs and other reports

Forte funds for capacity building and calls attention to needs for improvement

Examples of funding:

- Graduate (PhD) school for social services professionals
- Practice-oriented research fellows
- Practice-oriented research projects

Examples of still lacking infrastructure:

- Resources for research in vital public authorities
- Resources for translating and transferring research results

Thank you!



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Opening Plenary

Nicky Buckley

*Fellow, Knowledge Exchange Unit, Parliamentary Office of Science and Technology,
UK Parliament*



**UK
Parliament**

Most Prominent Obstacles for Improving Societal Impact of SSHA

Nicky Buckley

Fellow, Knowledge Exchange Unit, Parliamentary
Office of Science and Technology

Barriers to engaging with Parliament

Lack of knowledge or guidance on how to engage (66%)

Lack of confidence to engage (44%)

Lack of time (43%), which was sometimes related to lack of institutional support

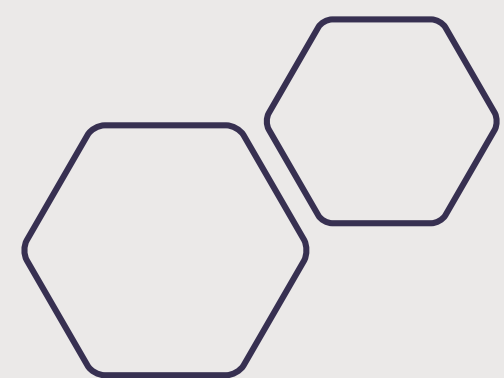
Perception of exclusivity of Parliament (42%)

Lack of incentive to contribute and / or recognition (30%)



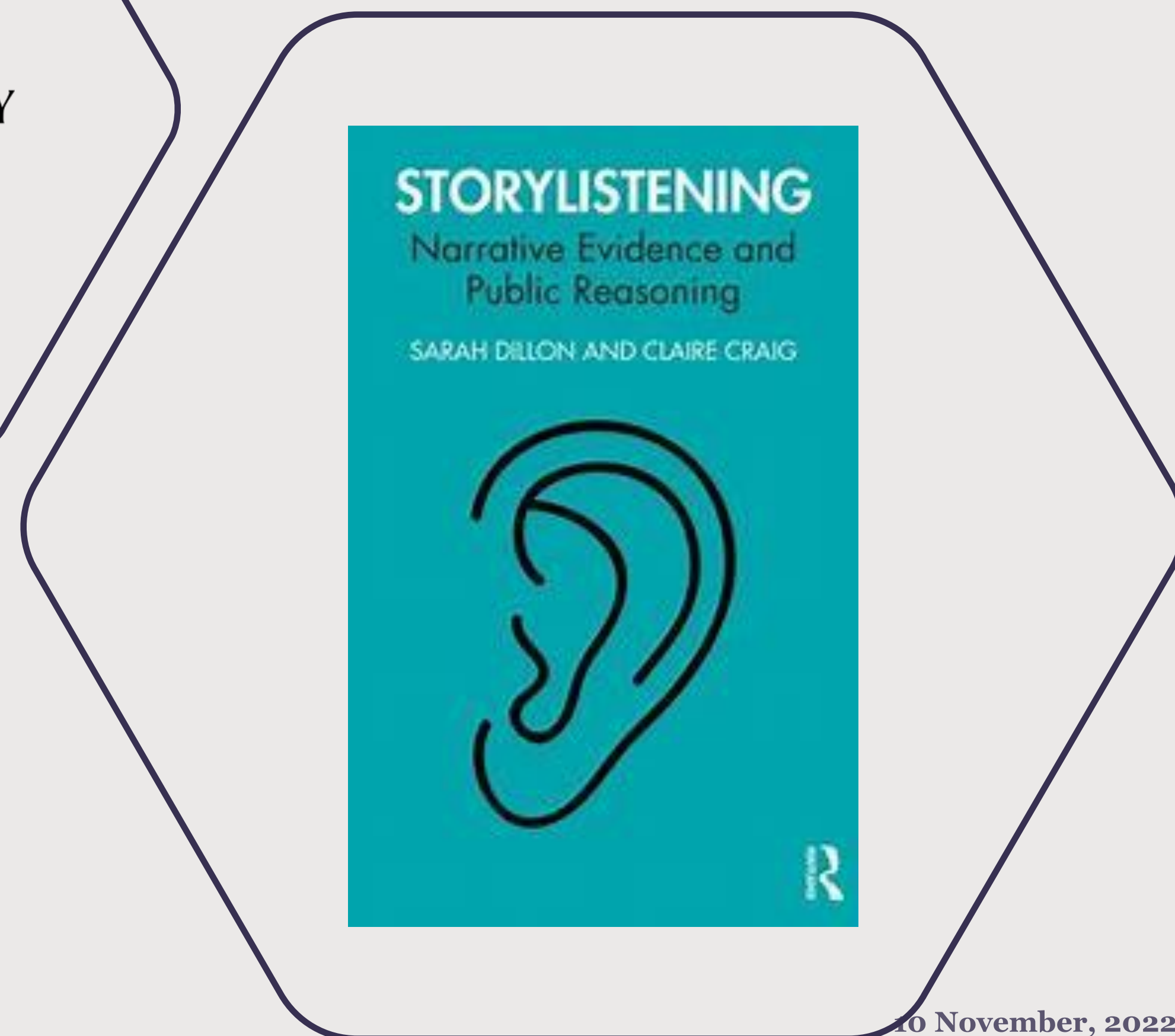
Responses

- The creation of [UK Parliament's Knowledge Exchange Unit](#) (KEU); a dedicated team to support and strengthen the exchange of information and expertise between Parliament and the research community.
- The creation of a [research impact web hub](#) to help academics to engage.
- The provision of a [weekly email round-up of opportunities](#) for the research community and knowledge mobilisers to engage with Parliament, and a dedicated [@UKParl_Research Twitter account](#) sharing these opportunities.
- Delivery of [face-to-face and online training](#) for researchers and knowledge mobilisers on how to engage with Parliament.
- The development of a [Parliamentary Academic Fellowship Scheme](#), open to academics beyond PhD, and a pilot programme of [Parliamentary Thematic Research Leads](#).
- A focus on [supporting diverse and inclusive engagement between researchers and Parliament](#), including listening and consultation with women researchers, researchers from minority ethnic communities and researchers with disabilities.
- Work with Research England and UKRI, along with our colleagues in the devolved legislatures, to inform the development of the REF2021 assessment criteria and methods as well as future research assessment programmes, and feed into the development of the KEF and KE Concordat. This work is aimed to support researchers to demonstrate the impact of their work at UK Parliament for both the REF and KEF exercises.



Disciplinary relevance

- Is it need for STEM or SSHA that is expressed by policy/scrutiny bodies?
- Broad range often sought
- Examples from philosophy, history, literature
- In UK, British Academy and Economic and Social Research Council fund and coordinate excellent input from SSHA into policy



10 November, 2022

What do the worlds of policy and scrutiny want from academics?

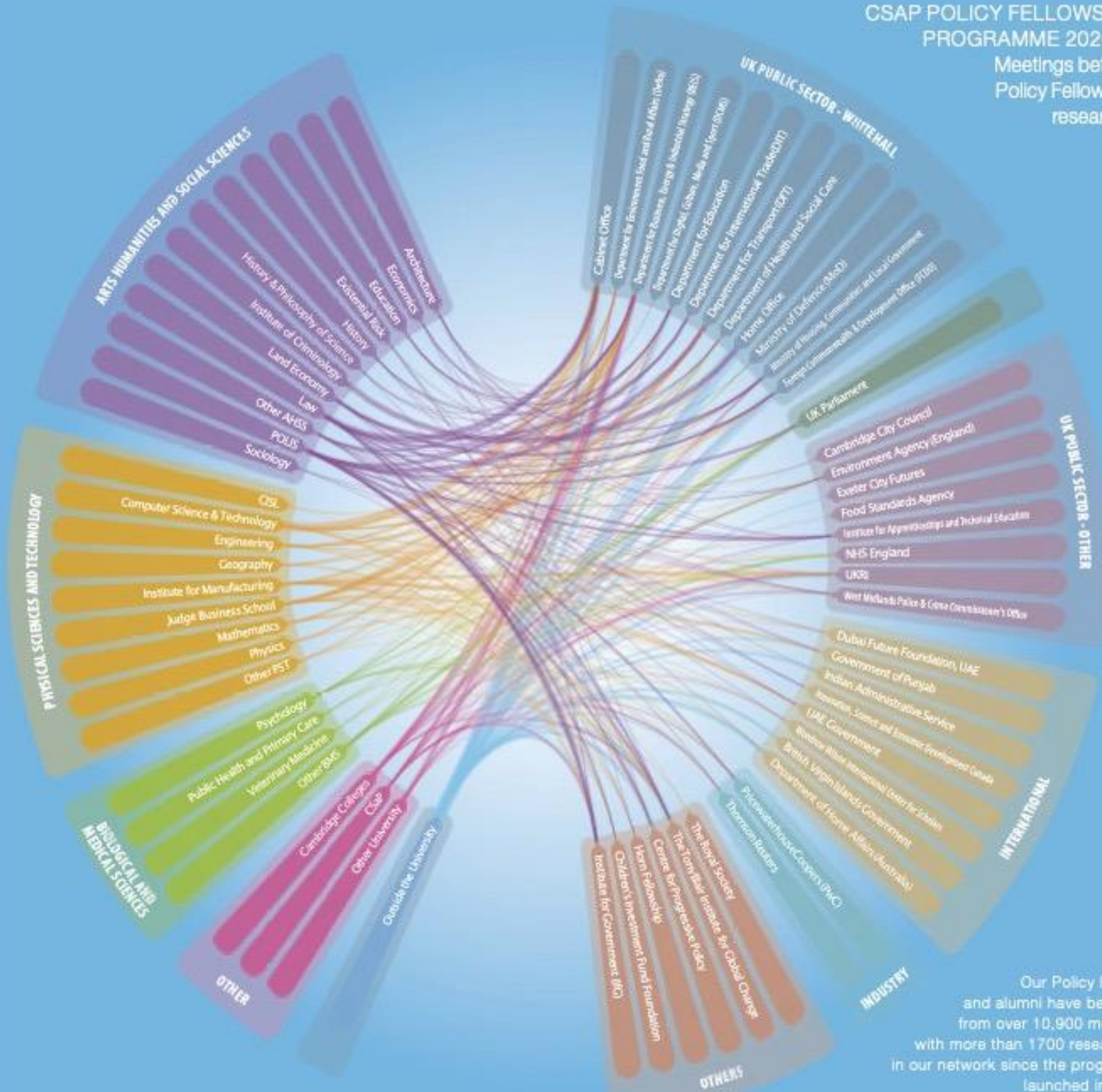
- Both general expertise – e.g. advisers, evidence synthesis and ‘what works’
- And targeted / relevant research findings – being able to access the expertise needed
- Expert panels
- Trusted relationships
- Who holds the power? It can be more ‘opaque’ as to how to contact policy makers

[‘Sir Humphrey and the Professors: what does Whitehall want from academics’](#) C. Talbot and C. Talbot 2014

[‘How Government can work with Academia’](#) Institute for Government 2018

[Policy Profession Standards](#) updated 2022

CSAP POLICY FELLOWSHIPS
 PROGRAMME 2020-21:
 Meetings between
 Policy Fellows and
 researchers



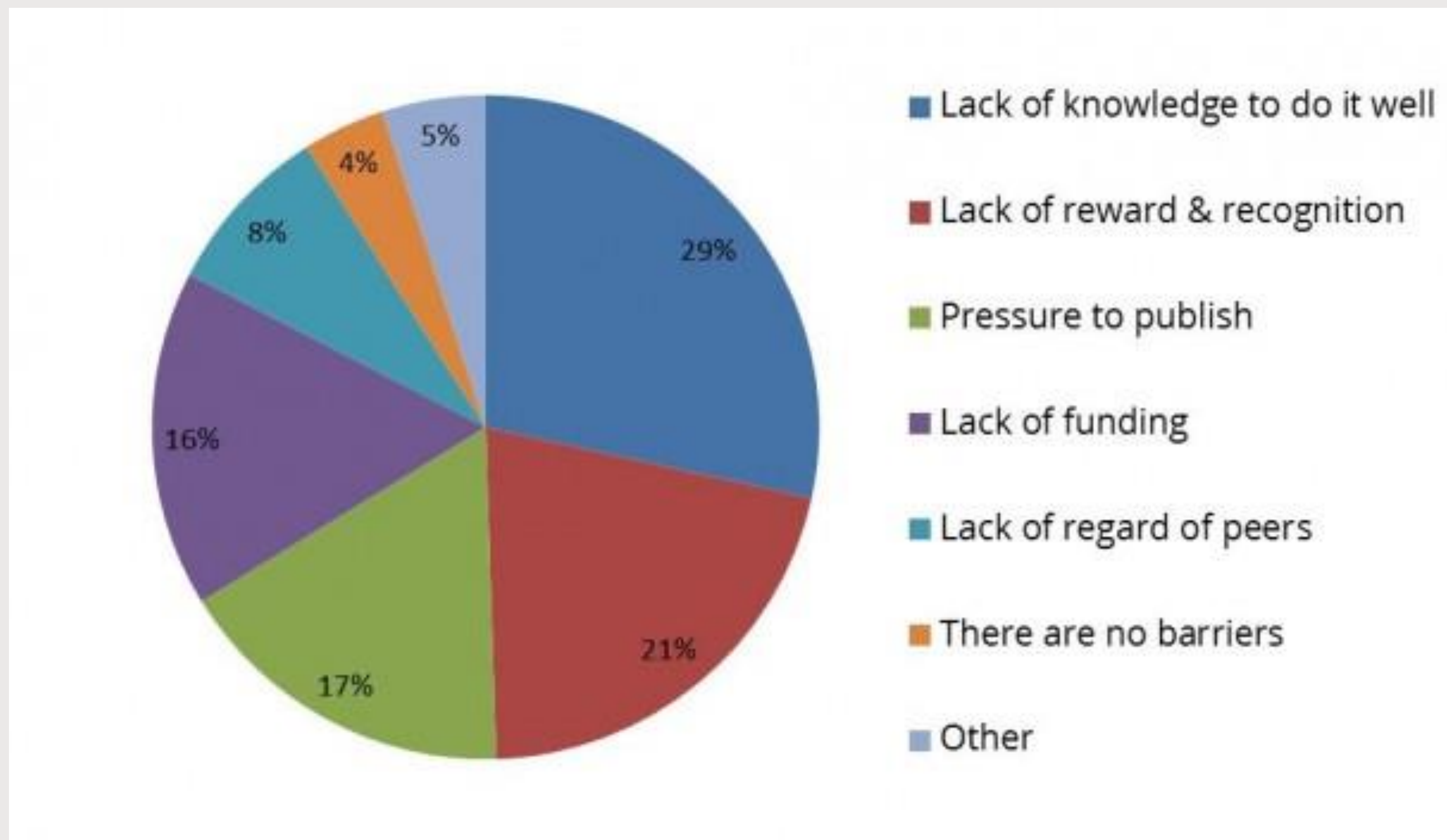
Our Policy Fellows
 and alumni have benefited
 from over 10,900 meetings
 with more than 1700 researchers
 in our network since the programme
 launched in 2009.

One response
 for building
 relationships:
 speed dating!

Or Policy
 Fellowships

[Centre for Science and Policy - Policy Fellowships](#) and
[CAPE Policy Fellowships - CAPE](#)

Barriers to public engagement



2015 research – progress already noted, in 2009 the proportion in a similar survey who said a barrier was ‘lack of regard of peers’ was 20% - in 2015, this had dropped to 8%

[Barriers to researchers engaging | NCCPE \(publicengagement.ac.uk\)](https://publicengagement.ac.uk)

Opportunities, training, a first step, help in engaging publics



Concluding thoughts

- More opportunities for exchange of people could be developed
- More transparency and opportunities from policy organisations needed
- Policies from universities, research funders, government departments, legislatures are all important
- Knowledge mobilisation intermediaries are needed
- Leaving space for 'voluntarism' in policy and public engagement?
- More methods to bring together insights from multiple researchers – does impact funding emphasise 'individual researcher impact' too much?

Highest ranking statements discussed by panel members

1. Do we need more methods to bring together insights from multiple researchers for societal impact of SSHA – does impact funding emphasise ‘individual researcher impact’ too much?
2. Are there tools from the research commercialisation approach or from entrepreneurship which can help create more societal outcomes for social sciences research?

A decorative background at the top of the slide featuring a network diagram with red and black nodes connected by thin lines, set against a light red gradient.

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Interactive Panel

Chaired by Thomas Arctadius

Wilfred Mijnhardt

Jonas Björck

Nicky Buckley