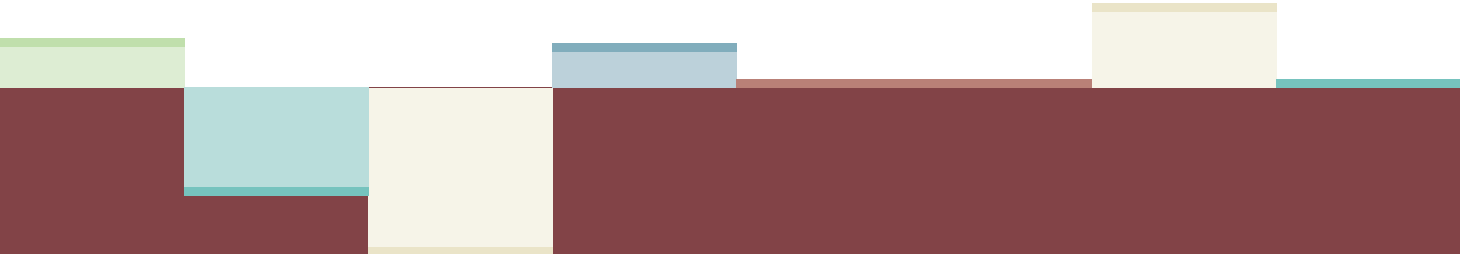


Advancing competencies and experiences within impact



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INTRODUCTION

The universities play an active part in Danish society. Therefore, it is necessary to create conditions that acknowledges and advances the efforts of academic staff who engage in collaboration with industry, dissemination, debate, councils, boards and committees, funding/review boards and who creates and foster societal impact, innovation, and entrepreneurship.

The academic staff at the universities contribute to an informed and well-functioning democracy, co-operation, and development with both private companies and public institutions as well as other impact activities. These aspects of the universities' operations are made explicit in the University Act of 2003:

The University must collaborate with the surrounding society and contribute to the development of international cooperation. The university's research

*and educational outcomes shall contribute to promoting societal growth, welfare, and development. As a central institution for knowledge and culture, the university must engage in the exchange of knowledge and skills with the surrounding society and incentivize employees to participate in public debate.*¹

At the European level, there is also a movement, with various initiatives encouraging universities to acknowledge and advance a wider range of activities as part of the academic assessment processes.²

There is a legitimate expectation that universities, through their academic staff, engage widely and contribute to society with research insights and skills, while also enabling research to be enriched by experiences and insights from the business sector and society. This can be in the democratic process, through collaboration with

industry, and through other knowledge sharing activities that have an impact on societal development and increases Denmark's innovation capacity.

The following outlines some significant and typical activities within impact³, setting a framework for the subject area, although it is not exhaustive. This is followed by reflections on how the described activities can be better integrated into recruitment and promotion processes in order to support the assessment committees' ability to evaluate competencies and experiences in a transparent and structured manner. Following this, the actual framework for crediting competencies and experiences within impact activities is provided. Finally, the subcommittee's reflections on common principles for assessing the qualifications of researchers across research, education, knowledge collaboration, and impact is included. This includes

factors such as organisational contribution, external funding, and management.

As a supplement to this framework, a best practise catalogue will be developed with cases, and methods that scientific communities, institutions/faculties/universities can use to describe, highlight, and focus their work on developing and applying assessment criteria in this field.

The ambition of this framework is to provide university management, hiring and evaluation committees, and employees a tool to structure which activities should be assessed. It is up to each institution to decide how to proceed with the recommendations and how to apply the framework locally.

The framework will be evaluated after 5 years.

1 Bekendtgørelse af lov om universiteter §2 stk. 3

2 <https://coara.eu/agreement/the-agreement-full-text/>

3 The term impact captures the broad range of activities by academics which contribute to society. See examples of impact activities on page 3

KEY EXAMPLES OF IMPACT

The following presents a series of typical examples of impact activities. In this context, impact is understood as a broad concept, encompassing activities that contribute to the quality, growth, welfare, and development of society. The following examples are exactly that. Namely examples of components that should be considered when assessing the researchers' activities. The list of examples is not exhaustive.

Innovation

Under the headline “innovation” the components that contribute to advancing the actual realisation of research results into new solutions is to be taken into consideration. This may include experience with invention disclosure, writing and issuing patents, updating, and extending patents, proof-of-concept development, applying for innovation grants or other public or private funding, collaboration with industry, experience with collaboration with the public sector and development of new/improved practices and behaviours.

Business collaboration can involve both private and public enterprises (e.g., museums and hospitals) and may entail testing new solutions and applying new knowledge to drive development within a company. Additionally, it can contribute to internationalisation if the partners are based abroad. Other elements of the collaboration may include adult education and continuing education activities, supervision of industrial PhD students or postdocs, facilitating collaboration between companies and students/young researchers, and collaboration on challenge concepts. Open Innovation in Science, which increases the visibility and dissemination of research and creates pre-competitive collaboration spaces for researchers and companies, can also be assessed.

Entrepreneurial experience in establishing, participating in, and developing start-up companies, experiences from innovation environments, participation in educational activities such as

accelerator courses, incubators, and board training programmes can be assessed. Additionally, components such as competencies and experiences from board work and mentoring start-ups can be considered.

Research-based consulting

Research-based consultancy services to government, public bodies and others should be acknowledged more prominently. For instance, advisory efforts contributing to informed and sound decision-making by authorities and policymakers can be assessed, as well as larger reports can be peer-reviewed and published in relevant academic circles. Additionally, activities such as contributions to policy papers, guidelines and legislation, participation in national and international commissions, councils, and committees, as well as dissemination to practitioners and alumni, can be assessed here.

Dissemination – democratic dialogue

While research dissemination

to peers is central in traditional research assessment, other forms of dissemination do not feature despite contributing significantly to public education, democratic dialogue, and debate. These efforts deserve recognition. This includes dissemination through textbooks, lectures, debate events, opinion pieces, popular dissemination through postgraduate education programmes and more. These types of dissemination can utilise written, oral, visual, and multimodal methods. In many of these cases, there are no original contributions or ideas, but the efforts can have a great effect on increasing the level of knowledge in society, in product development, and towards advancing strategic initiatives and areas for the institution.

Contributions to Open Science can also be assessed. This may include efforts to systematise data and make it available. It may also be the act of publishing Open Access. Another aspect can be Citizen Science, where citizens are involved in the research

KEY EXAMPLES OF IMPACT

process in ways that both promote research and 'empower' citizens, as well as foster a broader understanding of the value of research.

THE ROLE OF ASSESSMENT COMMITTEES

In a system where more types of activities can be assessed than previously, the complexity of the task increases. This applies to a wide range of processes at universities, and they are interconnected. In this document, university management may find inspiration as to how the expanded portfolio of activities can be incorporated into, staff appraisals, management development interviews, job advertisements, and in the composition of assessment committees and definition of tasks. It can also be incorporated into universities' HR strategies and overall strategies.

Assessment committees must make the best possible assessments, and this requires, among other things, that they include impact activities in their assessment criteria for promotions and appointments. Achieving this may be greatly facilitated by assembling the right mix of competences, including insight into impact activities. In addition, consistency, and transparency regarding the role

of the assessment committees and the criteria they operate by are important.

This framework can support assessment committees in evaluating competencies and experiences in a transparent and structured manner.

FRAMEWORK FOR ASSESSING IMPACT

Universities Denmark's framework for assessing competencies and experiences within impact is presented on page 7. The framework can be used in connection with appointments, promotions and for use in overall management work.

The framework is divided into three dimensions: a) Assistant Professor, b) Associate Professor, c) Professor.

Within the framework, each dimension offers opportunities to demonstrate competencies and experiences within the components of innovation, research-based consulting and dissemination - democratic dialogue. See the section on key examples of impact activities on pages 3 and 4.

The different components are not delimited, nor are they specific to the three dimensions. Consequently, there may be overlap.

There will be activities falling under impact that are not included here, just as there are components included that may not be relevant to all main

subject areas and in all academic communities. It is a premise of this framework that it cannot be applied one-to-one in the individual academic communities. Hence, it will be up to the universities and academic communities to assess which components are relevant and how they should be weighted.

This work is based on the assumption that each institution decides how to implement and work with the recommendations in the framework.

FRAMEWORK FOR ASSESSING IMPACT

Components:	A <i>Assistant Professor/ Postdoc.</i> The scientific employee has:	B <i>Associate Professor/ Research staff</i> The scientific employee has:	C <i>Professor/Senior researcher</i> The scientific employee has:	Special circumstances The scientific employee has:
Innovation	•	•	•	•
Research-based consulting	•	•	•	•
Dissemination – democratic dialogue	•	•	•	•

PRINCIPLES FOR ASSESSMENT

In addition to the development of the framework for assessing competencies and experiences within impact, the committee proposes six principles for a comprehensive assessment system.

Six principles:

1. Assess quality and excellence through a better balance between quantitative and qualitative measures.

- *Bibliometric indicators should be used with caution and supplemented with other types of information.*

2. Acknowledge multiple competencies and credentials, but not simultaneously across all areas or for each individual researcher

- *The individual researcher is not expected to excel in all areas. It is the university, not the individual researcher, that must achieve the objectives set by the authorities regarding research, education, and interaction with society.*

3. All results, activities and competences should be assessed through the lens of the principles of open science.

- *Impact, collaboration, and open science must be viewed as integral parts of academic activities.*

4. Practice transparency in assessments and make it clear which activities and achievements are qualifying.

- *The researcher should know the criteria used in assessments and understand how they are applied.*

5. Promote gender balance and diversity

- *Changes to assessment criteria should be made with attention to their impact on gender balance and diversity.*

6. Support concrete practices in job advertisement and local assessment processes.

- *The framework is meant to be a useful tool in recruitment and promotion processes at the university and within the academic community.*