

THE POLISH “IMPACT AGENDA?” “IMPACT” – NEW ELEMENT OF EVALUATION OF SCIENTIFIC UNITS

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HIGHER EDUCATION INSTITUTIONS IN POLAND - PROBLEMS

In 2017, the European Commission's report pointed to several problems:

Education:

- underdevelopment of vocational HE
- suboptimal doctoral training

Finance:

- Underfunding and inefficiencies in allocation

Governance

- weak executive management vs strong collegial bodies

Evaluation:

- overly bureaucratic evaluation (“punktoza” – “pointosis”)

Research:

- weak internationalization
- R,D & I capacity situated outside HE sector
- HEIs' third mission and engagement weak (“Ivory tower”)

R & D PROJECTS AT HIGHER EDUCATION INSTITUTIONS

The European Commission's report stated:

The related policies in HE and R&I in Poland primarily focus on technology transfer, copying the US-type commercialisation efforts, which are unlikely to yield expected results, while disregarding a broader knowledge exchange and the role of HEIs in addressing societal challenges.

HE SECTOR IN POLAND – REFORM PLAN

2016 – Responsible Development Plan -> 2017 Strategy for Responsible Development

- one of the problems to be tackled: low innovative capacity of the economy;
- Increase in science and research funding to 1.7 % GDP until 2020
- HE and research entities as a source of human capital and innovative R&D results.

LAW ON HIGHER EDUCATION AND SCIENCE

Strategy for Higher Education and Science 2016 -> **Law on Higher Education and Science** (Constitution for Science)



Policy-making „Law 2.0” : social participation principle

NEW EVALUATION MODEL

- Implementation: 2021
- Census period: 2017-2020

EDIT!: evaluation moved to 2022 due to pandemic!
Census period 2017–2021

- Scientific institutions:
 - HEIs
 - Institutes of the Polish Academy of Sciences

ASSESSMENT CRITERIA

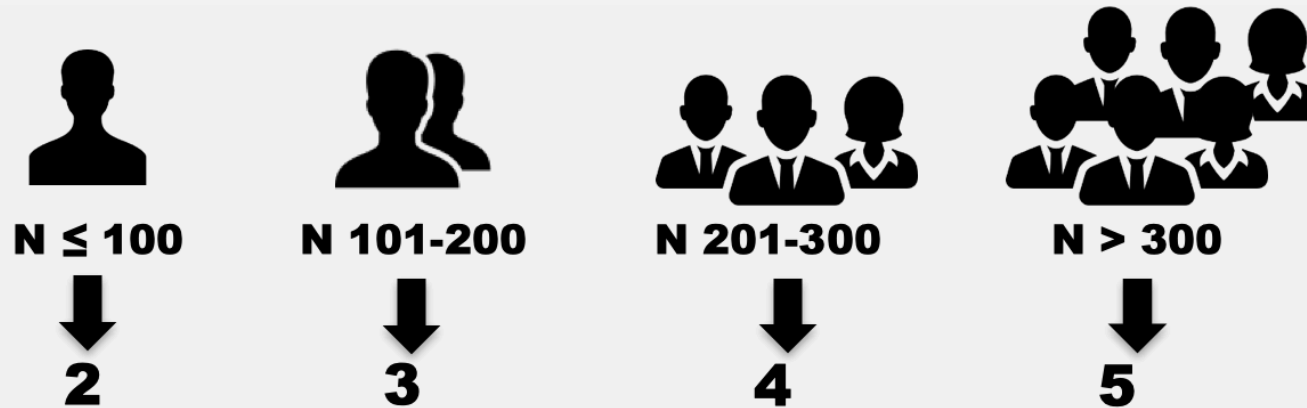
Assessment criteria:

- quality of research, R&D activities or artistic accomplishments
- financial outcomes of research and development
- research impact on society and economy

WEIGHTS OF CRITERIA

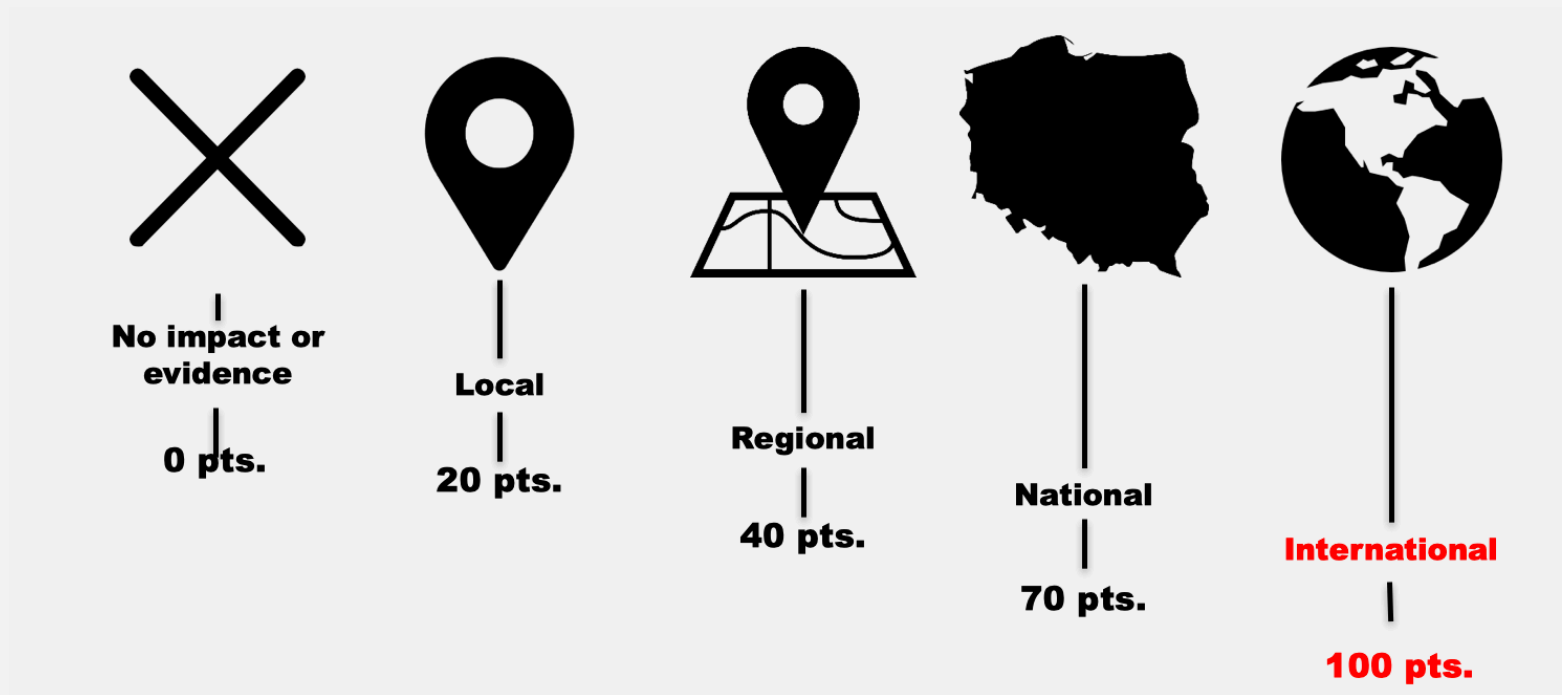
Criterion	Humanities, Social Sciences, Theology	Natural Sciences, Medical and Health Sciences	Engineering and Technology, Agricultural sciences	Arts
Quality of research, development works or artistic activities (C1)	70%	60%	50%	80%
Financial outcomes of R&D (C2)	10%	20%	35%	-
Research impact on society and economy (C3)	20%	20%	15%	20%

NUMBER OF CASE STUDIES



- **Up to 3 additional case studies for HST** (monographs, bibliographical dictionaries, biographical dictionaries, databases)
- **Up to 2 additional case studies for all fields of science** (indirect commercialisation – SPV)
- **Up to 3 additional case studies for Engineering and Technology** (architectural designs, urban designs, zoning plans)

CRITERIA OF EVALUATION – SIGNIFICANCE AND RANGE



Final score for an institution: arithmetic mean of CS scores

CASE STUDY EVALUATION

- National and international peer reviewers
- Each case study in Polish and English
- + 20 pts. for a case study connected with research „meeting criteria of interdisciplinarity and pushing the boundaries of knowledge”

PROBLEMS IN THE AREA OF RESEARCH ADDRESSED BY IMPACT EVALUATION

- R,D & I capacity situated outside HE sector
- HEIs' third mission and engagement weak
- *disregarding a broader knowledge exchange and the role of HEIs in addressing societal challenges.*

“POLEVAL” & REF - SIMILARITIES

REF	Pol Eval
Definition of impact*	
Criteria: ‘reach and significance’**	
Basis for assessment: impact case studies (CSs)	
CSs submitted by Unit of Assessment (~discipline within university)	
Assessment conducted by disciplinary panels (expert review)	
Impact on academic teaching excluded	?

DIFFERENCES: EVALUATION

	REF	Humeval	Pol Eval
Process of change of science evaluation	Shift from one system to another	Developmental	Shift
Time from announcement of impact policy to evaluation	Over 2 years (2011–2013)	8 months (08.2015–04.2016)	2 years (2019-2021)
Assessment tied to core funding or formative	Tied to funding	Formative	Tied to funding
Impact to account for what % of final score	Ref 2014: 20% REF 2021: 25%	—	20%
Disciplines assessed separately or together (in a single evaluation)?	Together All disciplines (STEM and SSH) assessed at the same time every ~6 years)	Separately (disciplines assessed separately every ~10 years)	Together (every ~10 years)

DIFFERENCES: CASE STUDIES

	REF	Humeval	Pol Eval
Case study template	Yes	Yes (same as UK)	?
Number of CSs required	~1 per 10 researchers	At least 1 CS per evaluation panel, up to 1 CS per 10 researchers (in practice 1/14 academics submitted)	1 per 50-60 researchers (+2-3 per department in some cases)***
Evidence for impact	Broad range: including qualitative and quantitative data (sales / attendance data, user testimonials, surveys etc.)	Broad range (like in UK)	“reports, scientific publications, citations in other documents and publications”
Quality of research required	Impact based on high-quality research (at least 2-star, on the REF’s 1-4 star scale)	Impact based on published research results (no explicit requirement as to quality)	Impact must be based on published research results
Timeframe	REF 2014: impact which occurred between 2008 and 2013 (5 years) and was based on research carried out between 1993 and 2013 (20 years).	Both the research and the impact should have been produced in the last 10–15 years, counting from 2015 (2000-2015)	Impact to occur in the census period (2017-2020) based on research carried out from 1997
Impact template for UoA?	Yes	No, but elements included in other evaluation elements	No

ASSESSMENT– DIFFERENCES

	REF	Humeval	Pol Eval
Practitioners (non-academics) included in panels	yes	no	?
Type of feedback	Only aggregated score (on scale from 1–4) for unit of assessment (no scores given to individual CSs)	Descriptive feedback given on quality of impact case studies (sometimes per submission, sometimes for each CS)	Descriptive feedback on individual CSs, 800 characters
Results made public	Yes on searchable website	Yes in report (pdf)	Yes

APPROACHES OF POLICYMAKER TO RESISTANCE TO CHANGE – UK & NO

UK

- flexibility (amending initial definition & criteria)
- incentives from universities and research councils (funding, prizes, recognitions)
- professional support

NO

- developmental implementation of impact evaluation

PL

- assessment not linked to funding
- broad debate with scientific community (but not about impact)

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ÞAKKA ÞÉR FYRIR FOR YOUR ATTENTION!

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