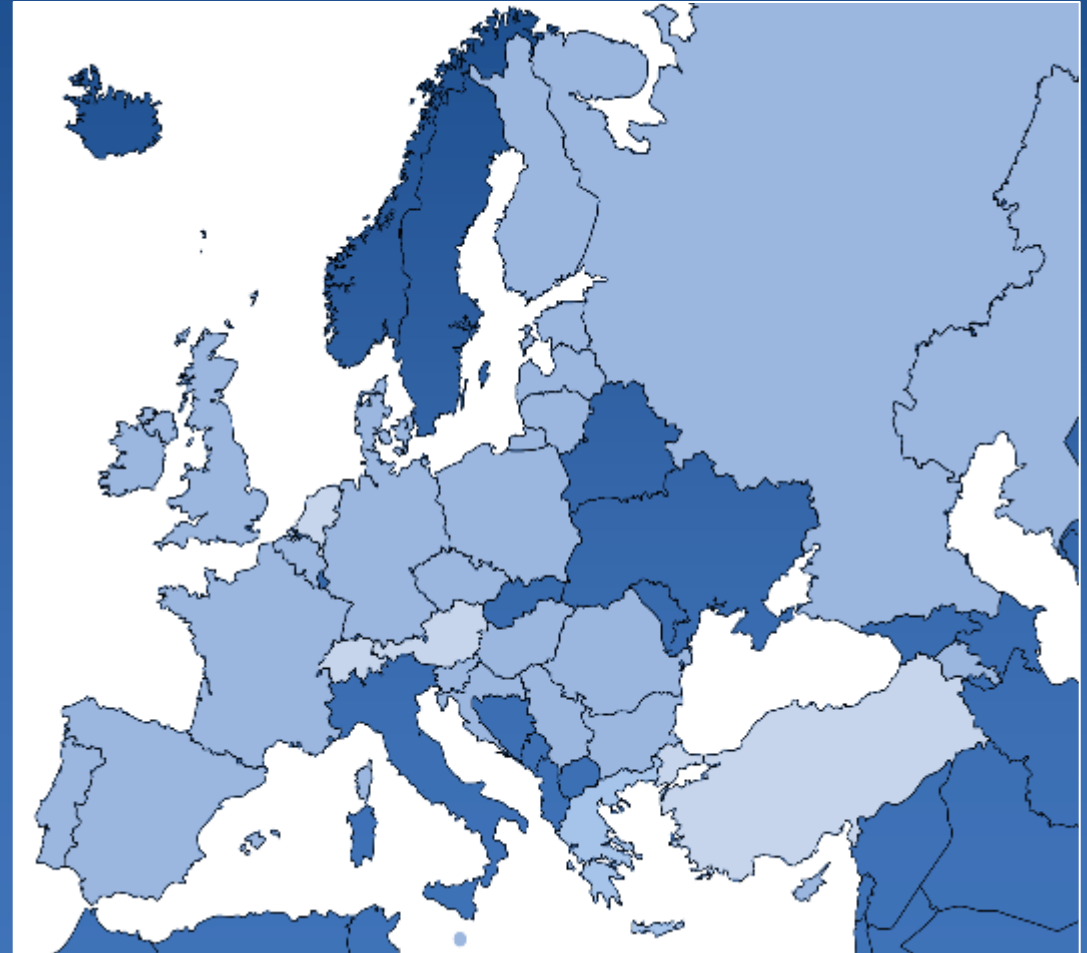


UASiMAP – Presentation to BFUG WG on the Social Dimension

John Edwards
Secretary-General

MEMBERSHIP

- EURASHE represents universities of applied sciences and other institutions of PHE (colleges, universities with professionally oriented programmes/faculties)
 - 53 full members: 13 national associations, 40 individual institutions
 - 1 associate member
 - 13 affiliate members outside the EHEA, organisations
 - About 640 HE institutions



Strategic framework 2019-2022

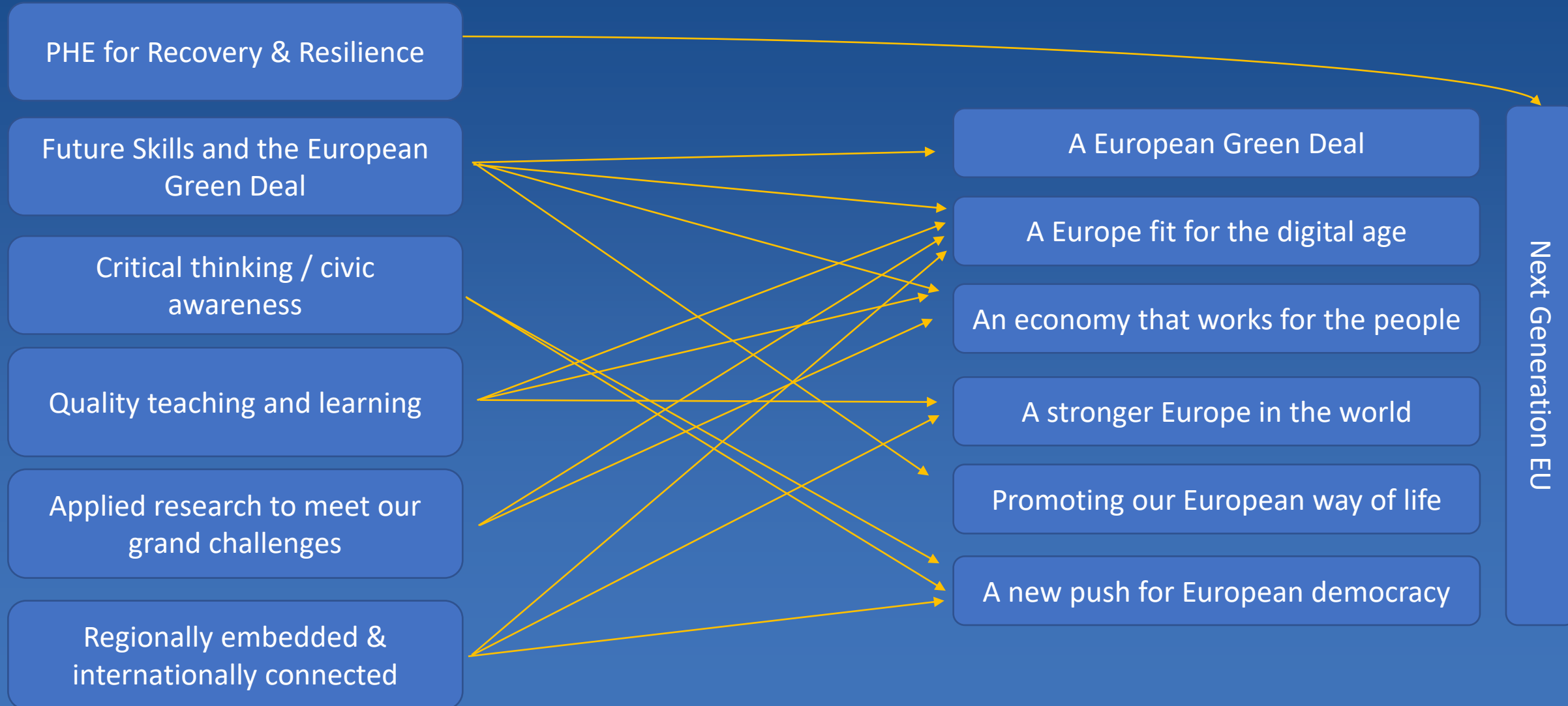


In 2021

- New Board
- New President
- New Secretariat

EURASHE draft priorities 2022-2025

VDL priorities 2019-2024



31ST ANNUAL CONFERENCE

Next Generation PHE: Skills relevance, Inclusion, Digitalisation, Innovation

●
23-24 MAY 2022

BRUSSELS

FACE-TO-FACE

[READ MORE](#)

The EURASHE 2022 Annual conference will take place on 23 – 24 May in Brussels, Belgium and will be hosted by EURASHE Belgian members from the French-speaking community, [EPHEC](#) with the support of [ARES](#).

EURASHE Projects



DIGI HE



lotus
LEARNING AND INNOVATION FOR TEACHING AT EUROPEAN UNIVERSITIES



CaloheX

Co-funded by the
Erasmus+ Programme
of the European Union



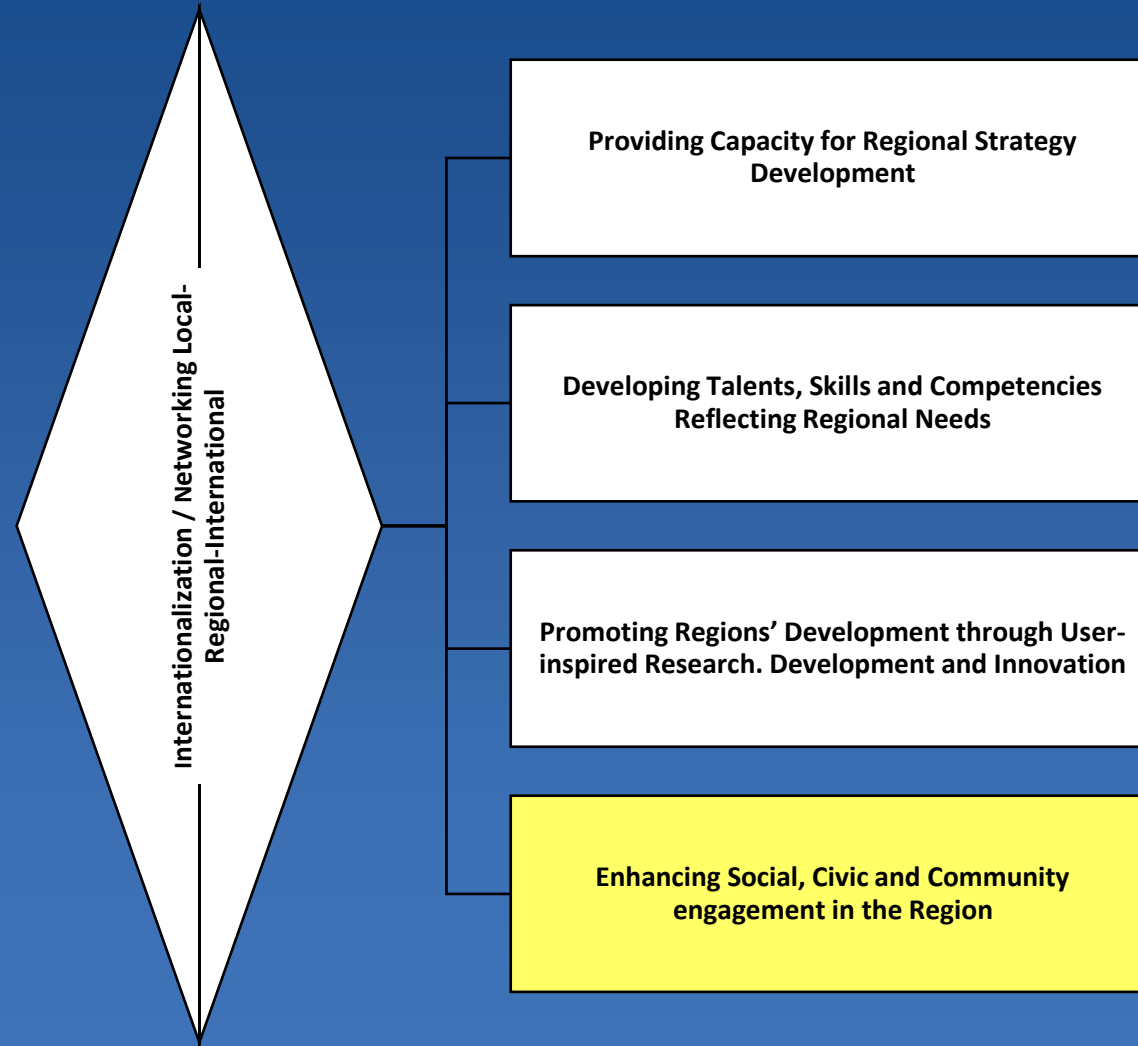
**SPANNING
BOUNDARIES**



RPLiP



UASiMAP - Dimensions



UASiMAP – Dimensions and Activities

Internationalisation/Networking Local – Regional – International

Providing capacity for regional strategies development

- Embedding the regional role and dimension in the UAS mission, strategies and leadership
- Integrating the regional role and dimension in the UAS governance and organisation
- Valuing the regional role and engagement in the UAS staff policies
- Engaging in regional strategies, networks, partnerships, structures and bodies

Developing talents, skills and competences reflecting regional needs

- Program offer in accordance with regional interests and opportunities
- Input from regional actors in program design
- Delivery of the program in partnership with regional actors
- Supporting Lifelong Learning on the regional level
- Involvement of regional actors in quality assurance (QA) of education

Promoting regions' development through user-inspired research & innovation

- Reflecting the regional context and aspects in the UAS RDI strategies & policies – profile, capacity, partnerships
- Providing expert capacity for regional actors' development
- Providing the regional actors with access to the UAS RDI / technological capacities, facilities and equipment
- Supporting the RDI capacity of the region
- Promoting transfer of international knowledge to the region
- Supporting region-focused research publications and its popularization

Enhancing social, civic & cultural activities of the region's community

- Community-engaged teaching and learning including credit-bearing curricular activities and support for student volunteering
- Research, development and innovation to investigate and provide solutions to issues of public interest or concern
- Leveraging institutional knowledge and resources for social good
- Building win-win systematic approaches to social, civic and community engagement

UASiMAP Self-Reflection Tool

Online tool for UAS to reflect (together with partners) on their regional impact

DIMENSION IV ENHANCING SOCIAL, CIVIC AND CULTURAL ACTIVITIES OF THE REGION'S COMMUNITY

IV.2. Providing research, development and innovation to investigate and solutions to issues of public interest or concern

[illegible]

IV.3. Leveraging institutional knowledge and resources for social good. To what extent

[illegible]

[illegible]

UASiMAP Self-Assessment Reports (SAR)

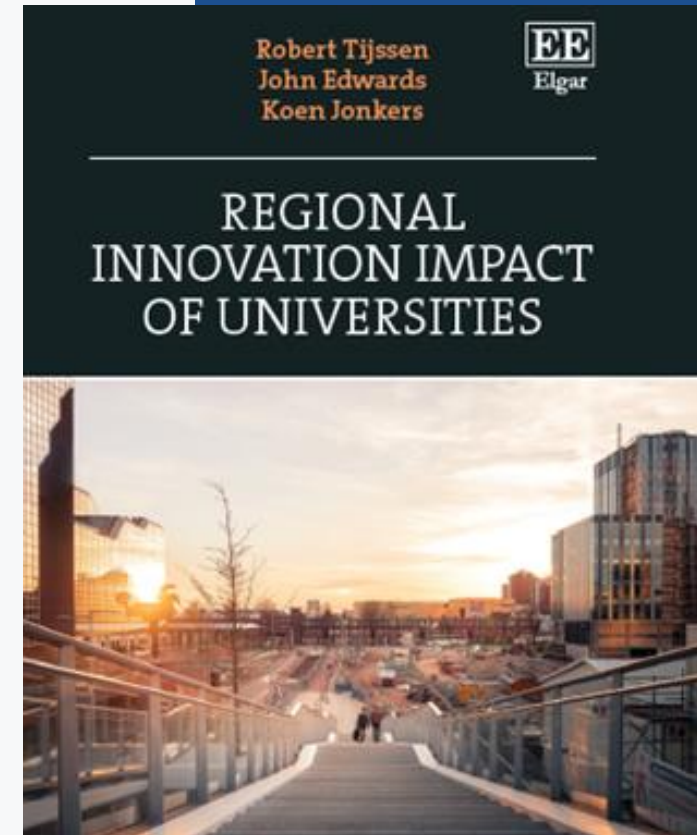
In depth analysis of regional impact using a
'narrative with numbers' inspired by the Regional
Innovation Impact Assessment (RIIA) framework

RIIA Framework

End result of a 3-year study initiated and funded by the European Commission's DG Joint Research Centre

Introduces and applies the *Regional Innovation Impact Assessment (RIIA)* framework

Open Access version available at:
<https://www.elgaronline.com/view/9781839100529.xml>

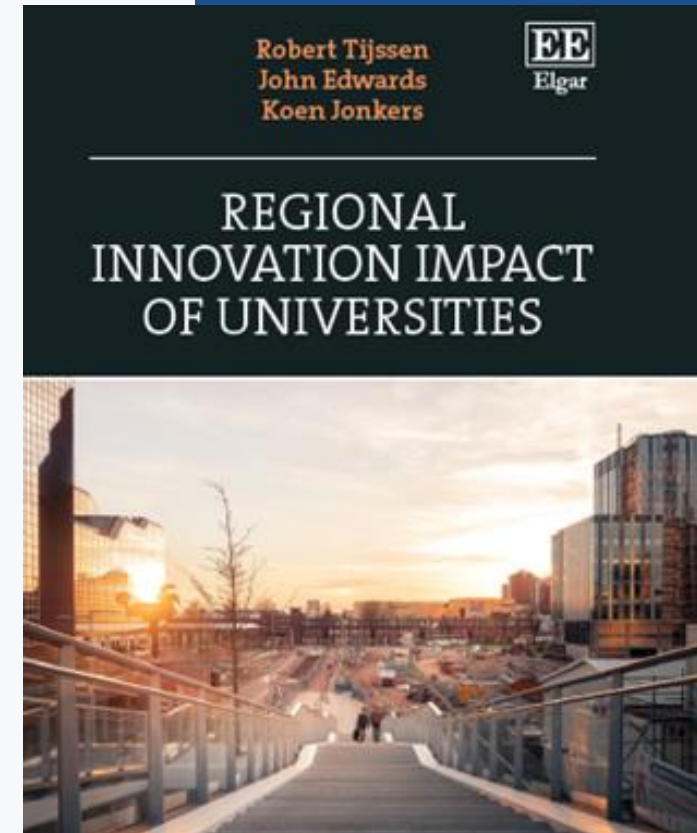


Adresses three questions

How can the framework help HEIs to define and identify their (potential for) innovation impact in the local city, urban agglomeration or regional area?

How can the RIIA framework support universities and other higher education institutions (HEIs) to expand or improve their contribution to local or regional innovation ecosystems?

How can the framework's 'narrative with numbers' assessment approach help to initiate, organize or optimize institutional self-assessments or external assessments of RII (potential)?

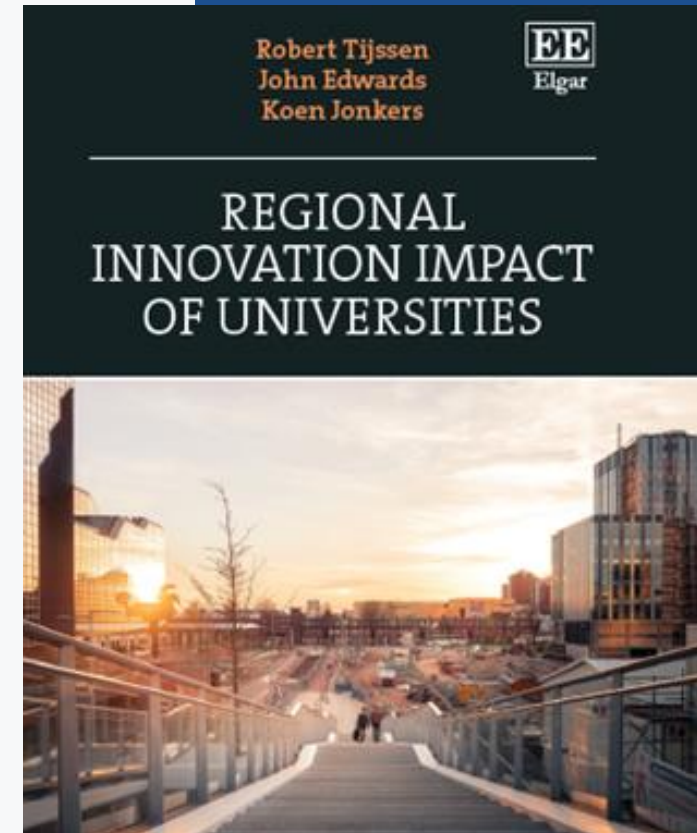


Development and utilisation of RII indicators for self-assessment or external assessment

Results of the case studies across 20 universities in Europe (Chapter 9 of the book) indicate a wide **variety of possible indicators** – either ‘generic’, ‘HEI category specific’ or ‘HEI specific’

Analytical work is in progress to (further) develop and test qualitative indicators (**‘narratives’**) metrics-based quantitative indicators (**‘numbers’**)

Distinguishes between indicators of **‘RII potential’** and **‘RII performance’**

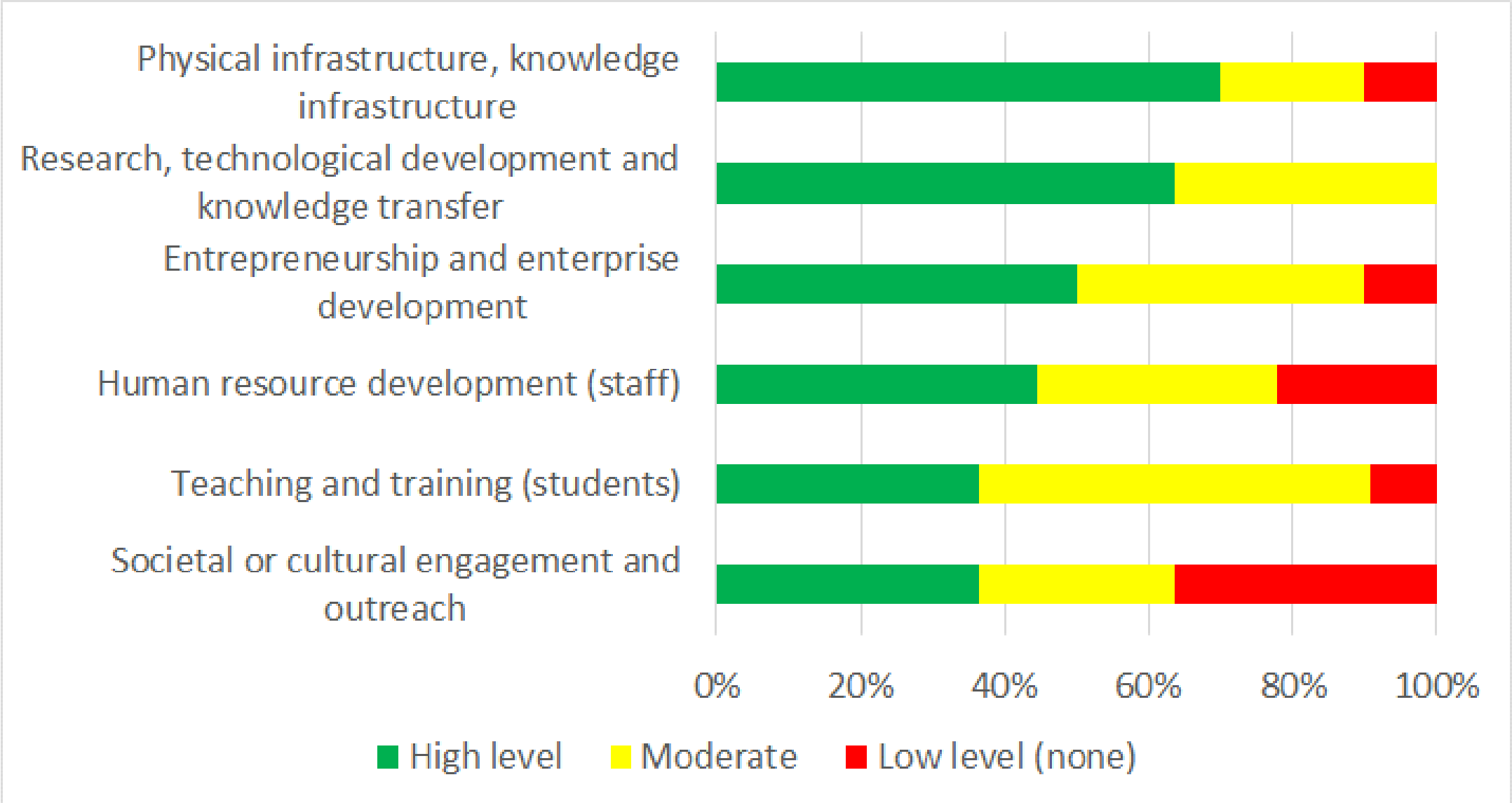


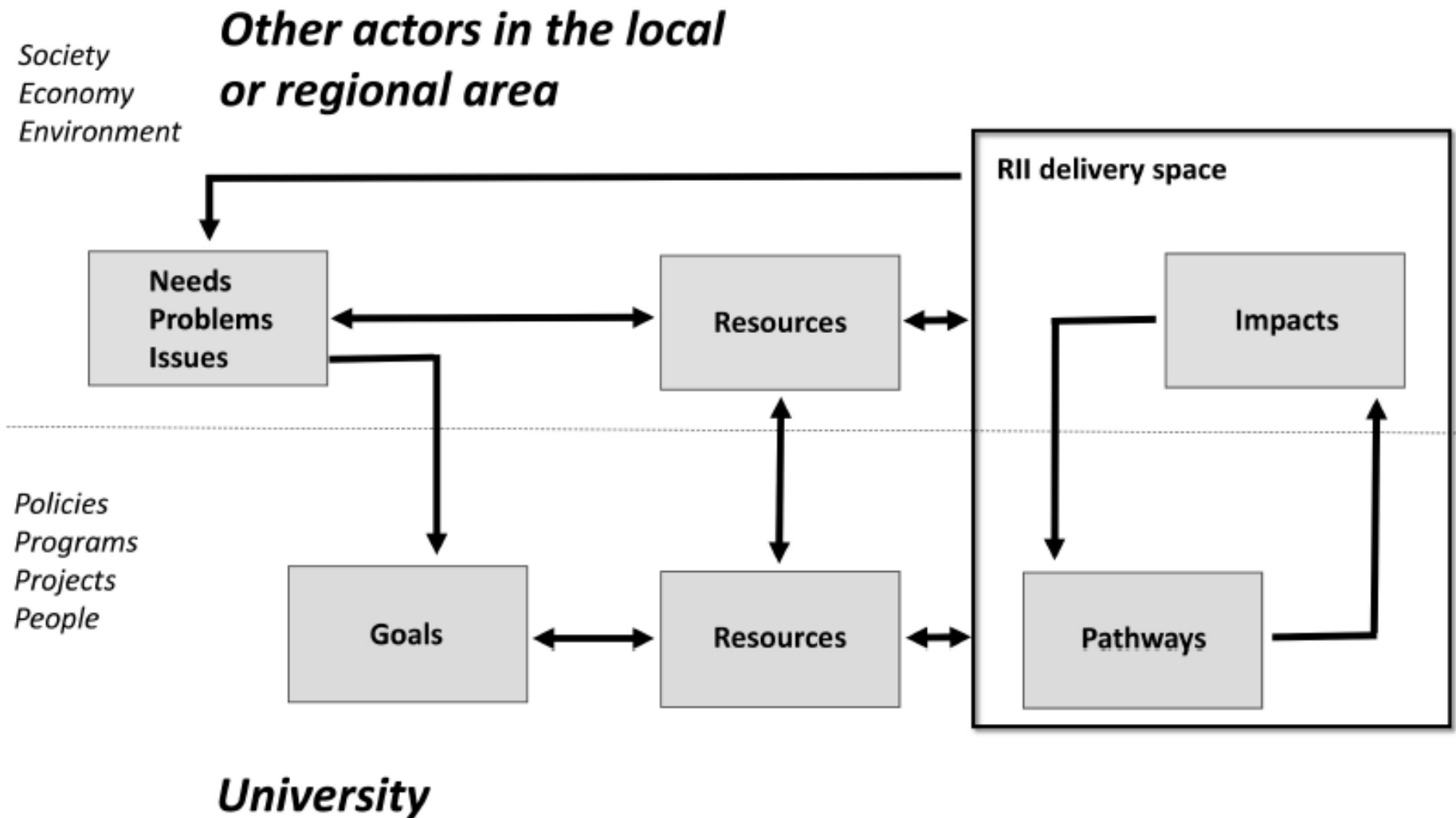
REGIONAL
INNOVATION IMPACT
OF UNIVERSITIES

Table 4.1 European research-active universities participating in the case studies

		ISCED 5–7 graduates (count) ¹	Research publication output (count) ²	Regional Innovation category ³
University of Bologna	Italy	18833	16757	Moderate
Catholic University of Leuven	Belgium	14563	24823	Strong
University of Warsaw	Poland	13255	6703	Moderate
Technical University of Milan	Italy	11796	7864	Moderate
University of the Basque Country	Spain	7976	9104	Moderate
Norwegian Univ. of Sci. and Techn.	Norway	7847	10055	Leader
Leiden University	Netherlands	7495	16442	Leader
University of Strathclyde	United Kingdom	6885	4952	Strong
Technical University of Turin	Italy	6466	4691	Moderate
Eötvös Loránd University	Hungary	6442	3666	Moderate
Aalborg University	Denmark	6169	6973	Strong
Technical University of Catalunya	Spain	5818	6627	Moderate
Delft University of Technology	Netherlands	5203	10797	Leader
Aalto University	Finland	3968	7351	Leader
University of Trieste	Italy	3373	4731	Strong
University of Aveiro	Portugal	2924	6265	Moderate
Rovira i Virgili University	Spain	2751	3677	Moderate
University of Stavanger	Norway	2474	1911	Strong
Kaunas University of Technology	Lithuania	2378	1413	Moderate
University of Ruse	Bulgaria	1844	44	Modest

Could you indicate how your university’s focus on ‘regional orientation and engagement’ is currently distributed (either in terms of invested resources, priority setting, or otherwise)?





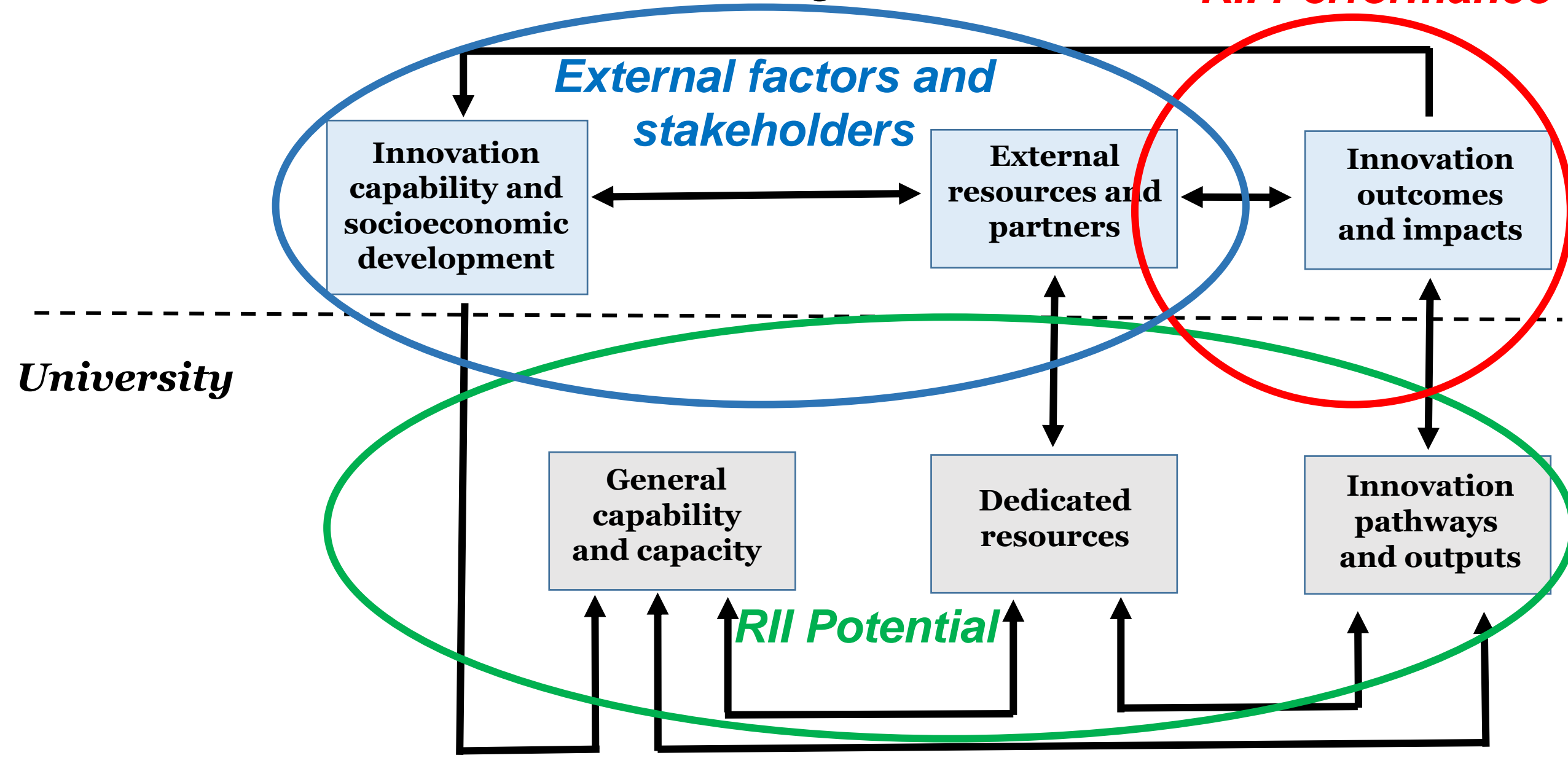
Source: Adapted from Jonkers et al. (2018); European Commission (2004).

Figure 1.1 General descriptive model of a university's RII system

RII assessment model (updated version, 2022)

External environment in the local or regional area

RII Performance



Example of RII indicators for ‘narrative with numbers’

Entrepreneurship and ‘Research, Development and Innovation’ (RDI)

Local or regional subsidies for public or private sector innovation and entrepreneurship

Innovation capability and socioeconomic development

*Firms offering student internships
Firms as RDI partners*

External resources and partners

*Alumni in RDI positions
Student start-up firms*

Innovation outcomes and impacts

General capability and capacity

Dedicated resources

Innovation pathways and outputs

Alignment of entrepreneurship program and research agenda with regional economic needs

Lecturers with an entrepreneurial background

*Entrepreneurships courses
Student internships at firms*

Selecting indicators for UASiMAP

Objective: Common approach with flexibility for
institutions and countries



Quantitative or qualitative indicators ? (‘numbers’ or ‘narrative’?)

No metrics: qualitative information (‘narrative’, views and opinions)

‘Weak’ metrics: semi-quantitative information (categorical data)

‘Strong’ metrics: quantitative data (‘numbers’, verifiable statistics)



Criteria for selecting, developing or upgrading indicators

- **S**pecific
- **M**easurable
- **A**cceptable
- **R**elevant
- **T**imely

SMART goals

- Objective information
- Transparent methods
- Comparable across units
- Workable solutions
- Cost-effective for users and producers



What added values can SMART-indicator based self-assessments achieve?

Information value

Reduce complexity; extract meaningful information and objective data

Operational value

Acceptable concepts, definitions, criteria; transparent methods and indicators

Analytical value

Information for comparability across units, trend analysis, or performance benchmarking

Assessment value

Relevant information and knowledge for users; cost-effective and workable solutions

Stakeholder value

Credibility and legitimization among internal and external users and stakeholders

Shortlist of proposed UASiMAP quantitative indicators: Enhancing civic, social and community engagement

- Staff engaged in local or regional social programs or community work: number and/or share of total staff
- Students engaged in local or regional social programs or community work: number and/or share of total students
- Visitors or participants in (co-)organized local or regional social or cultural activities and events: number and/or share of all (co-)organized activities or events
- Number of public lectures or presentations (online or physical) for local or regional audiences
- Number of school projects (primary or secondary education level) in city or region
- Number of exhibitions (co)organized specifically for local or regional audiences

Narratives: Developing informative ‘stories’ for UASiMAP

- **University performance indicators** should cover inputs, throughputs (processes), outputs as well as outcomes/impacts
- Many universities still tend to formulate most of their **management indicators** in a more process-oriented and primarily efficiency-driven way, which may be an obstacle for collecting information on public value creation and RII
- Universities using an **indicator-driven ‘scorecard perspective’** may overlook ways to report on public value creation and RII
- This problem can be partly mediated by **the use of narratives** to indicate which investments or activities have been undertaken to make a relevant contribution to regional society or the economy
- Using narratives as a communication and management control instrument may benefit university management by way of **organisational learning and sensemaking**

Narratives: Developing informative ‘stories’ for UASiMAP (cont)

- RII assessment and monitoring focuses on outcomes and impacts, which are more difficult to express in **quantitative indicators** than input or process indicators
- Using narratives based on **qualitative indicators** is a fruitful way forward to communicate ambitions and results in terms of public value and RII
- RII performance and expectations can be enhanced by incorporating **views and opinions of external stakeholders**
- Narratives can be helpful for the development and alignment of **internal organizational goals and external user expectations**
- Use of narratives is not without disadvantages: it comes with the risk of **‘impression management’ and selective reporting**

Self assessment in 2022

11 UAS pilot UASiMAP framework

Self-Reflection Tool
(SRT)

Self-Assessment
Report (SAR):

Inspired by RIIA

Peer Learning Workshop
June - Portugal



Reflection and dissemination with regional,
national and EU level policy makers
(including at Annual Conference in Bucharest 2023)

Country	Name
Belgium	Arteveld, Gent
	Thomas More, Antwerp
	Howest (Hogeschool West-Vlaanderen)
Ireland	IT Sligo
	TU Shannon
Hungary	Kodolányi János University, Budapest
	University of Dunaújváros
Portugal	IP Coimbra
	IP Portalegre
Estonia	TTK University of Applied Sciences
	Tallinn Health Care College





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