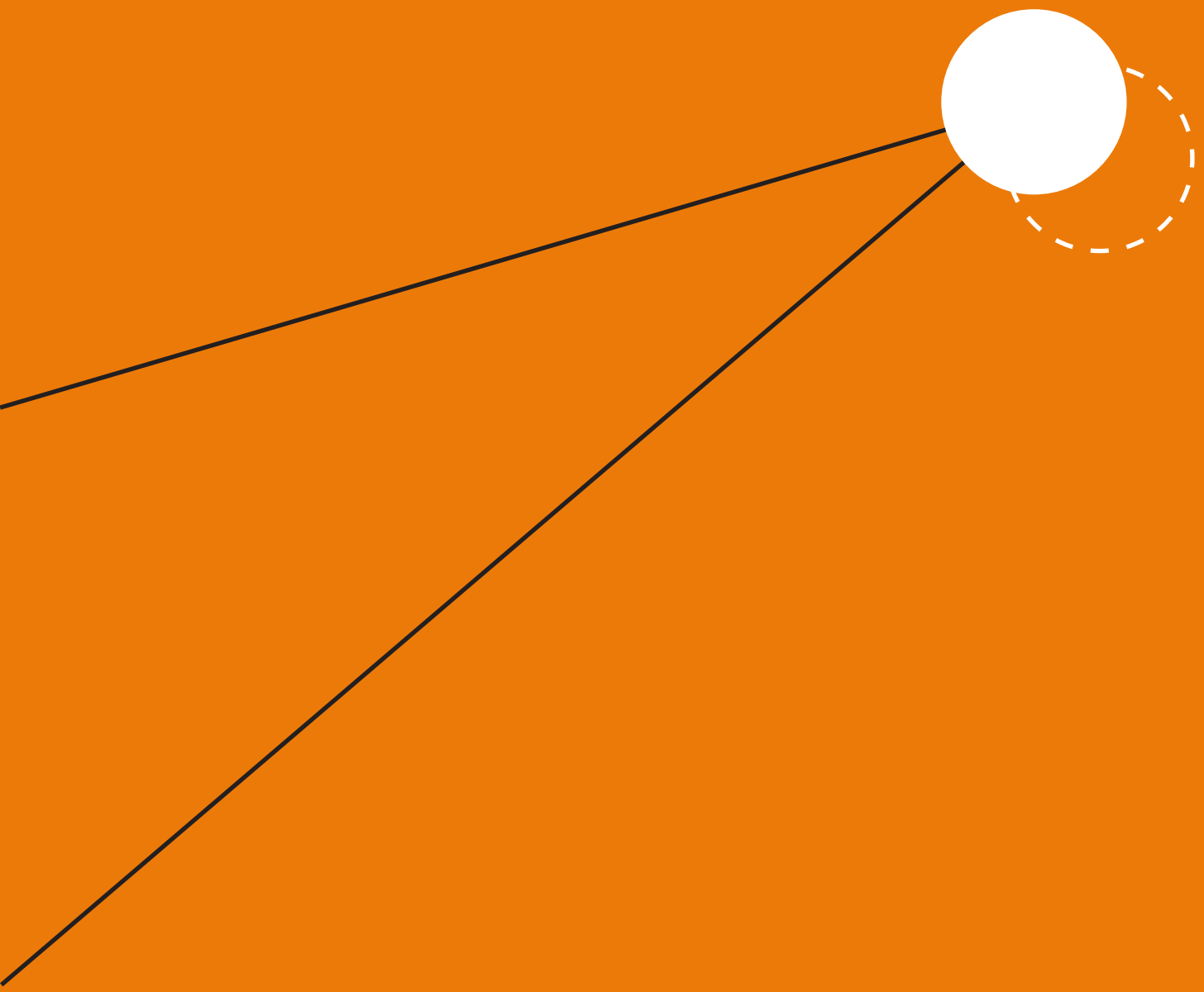
GUIDING PRINCIPLES TOWARDS **IMPACT BY DESIGN**

BMS Position Paper on Impact

One-year update, June 2025



UNIVERSITY OF TWENTE.

Paper: pp. 2-9, acknowledgements, references and appendix pp. 10-11

A ONE-YEAR UPDATE OF THE BMS POSITION PAPER ON IMPACT

The BMS Position Paper on Impact was published in April 2024, now a year has passed. Through hosting Impact Case workshops and talking to various colleagues (academic and support), the use of this paper became clear, and some possible improvements came to light. In the spirit of continuous learning, this one-year update of the BMS Position Paper on Impact provides some additional information, sharpens certain concepts, and reflects on a year of providing support. This update…

1. sharpens the concept of academic impact and puts rightful attention to this. Academic impact and societal impact are both appreciated and strengthen each other, this is now more apparent in writing;
2. expands on the Impact Pathway model and adds the Sphere of Control model. These models resonated with participants of the Impact Case workshop, so they might help a wider audience;
3. reflects on the progress made with the actions set in the original version;
4. contains some structural and textual revisions.

WHY THIS POSITION PAPER?

When talking about impact at BMS, the discussion is not to “make x times more impact”, or that everyone needs to make a certain type of impact. We would much rather have a deeper discussion on our place in society and invite you to join this discussion. We are making an impact for sure, but what impact do we wish to make, who benefits from this, and how will we do this?

This position paper aims to describe what impact means for BMS, the (type of) impact we aim to make and how, while at the same inviting you to further explore what impact means in your own work. A key part of this is adopting *Impact by Design* as working method, contextualised by a set of 10 guiding principles. We hope this paper gives you a vocabulary to construct your impact narrative and in doing so makes you feel proud of your work. To this end, questions and actions for individuals and teams to help reflect on their impact, are presented. Lastly, existing support is made explicit and future support offers are described.

DESCRIBING IMPACT AND WHY THIS IS IMPORTANT

Impact can, in the broadest sense, be described as *"the positive and negative, desirable and undesirable, primary and secondary long-term effects produced by your project which can be direct or indirect, intended or unintended." [1], or, more concretely: "a powerful effect that something, especially something new, has on someone or something"* [2]. Having an effect *on* something or someone, highlights change brought about by one's activities. **Following this line of thinking, talking about impact is a conversation about the lasting change brought by one's work, beyond someone first using your work. What changed, because of your work? And for whom?**

Impact is high on the agenda. On a European level (e.g., concretely through mandatory impact paragraphs in grant application and a general shift to programs being shaped with impact in mind by funders [3] [4]), national policy level [5], for universities (e.g., as a focus point within the UT Shaping2030 vision and the UT Impact Domains), and in conversations between researchers, teachers, students, and staff.

This broad focus on impact can be placed alongside other developments collectively referred to as the *4th generation university* [6]. Here, research, education, innovation, and impact build on and influence each other, culminating in a university that improves the understanding of, and co-creates solutions to, societal challenges together with partners. The UT is already on the journey to becoming a 4th generation university; this co-creation has increasingly become part of our way of working, and we will continue to embed and consolidate this. Working outside-in, and with stakeholders, calls for an appreciation of a diverse set of activities.

BMS enthusiastically welcomes these developments. We are a faculty with a unique profile: a faculty of behavioural, management, and social sciences within a technical university. The intersection between social science (in the broadest sense) and technology allows us to contribute to finding solutions for wicked problems with clear societal relevance.

Image credit A, see references

MODELS TO HELP PLAN FOR, AND REFLECT ON, YOUR IMPACT

Using an Impact Pathway to plan the road to impact

Using an impact pathway is an effective way to plan for future impact and looking beyond what you are doing today. An impact pathway tries to bridge what you do (activities) to what a future state where something has changed (impact). You can see this illustrated in the image below, where the steps could be described as:

- **Inputs**: What academics need (e.g., a grant, and time).
- **Activities**: What academics do (e.g., literature review, interviews, lab work, surveys).
- **Outputs**: The products of research (new insights and tangible "products", like a publication or prototype)
- **Outcomes**: People are aware of, and are using, the outputs (e.g., a healthcare provider using your proposed way of working, or your theory becoming used in a field)
- **Impact**: effect on… (going beyond usage: what is actually changing? Is the "use" sustained? Who benefits?)

When using an impact pathway, you start at the desired impact and then work your way back. You may also recognise this approach from NWO or Erasmus+ calls for instance.

Sometimes multiple paths contribute to the same impact. Think of an overarching envisioned impact and multiple work packages that contribute to this. Or how your education and research with make an impact but sometimes in different ways. As such, you could also "stack" pathways that all lead to a same impact.

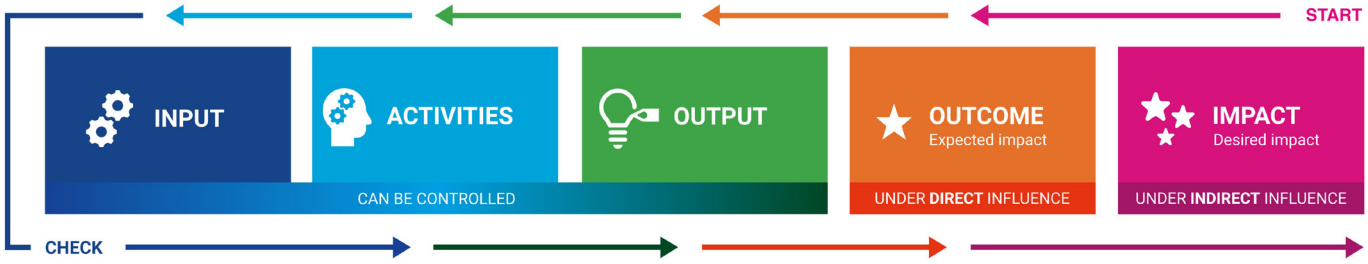


Figure 1: a model impact pathway, adapted from the Erasmus+ Impacttool (B)

Sphere of Control: one cannot do everything

Sometimes researchers feel that they are expected to be in control of the impact of their work, across the entire pathway, but this is not the case. The further you are in the impact pathway, the less control you have. This is visualised below. For example, you are in control of the contents of your publication, intervention, or prototype. This is referred to as the sphere of control. Who is citing/using this, is something you can influence by pro-actively sharing your work and involving relevant stakeholders, but you cannot control this. This is referred to as the sphere of influence. When talking about future impact, you can describe how you set up your work so that the chance of future impact is high. This is in the sphere of interest, where you have very little control and the frame of reference is wide (e.g., society, your discipline, …).

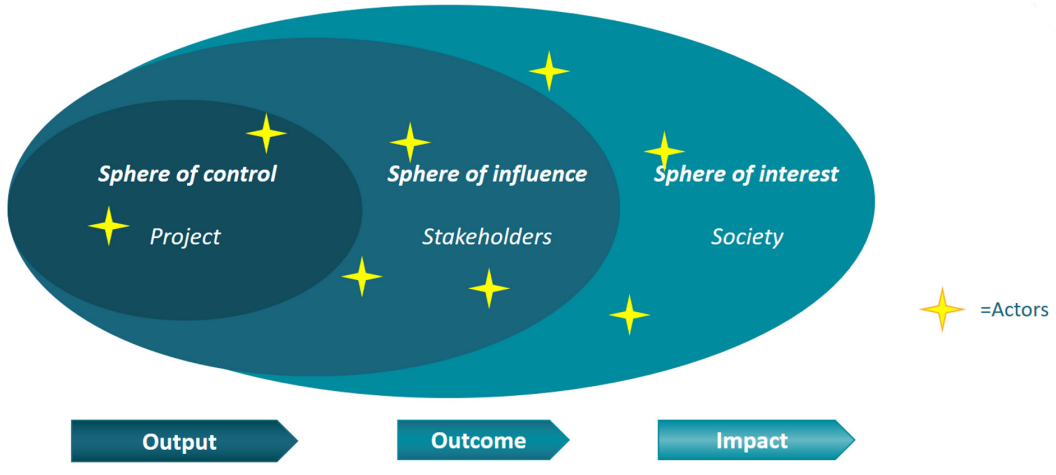


Figure 2: spheres of control, influence and interest, from NWO "Working with an Impact Plan" (C)

10 GUIDING PRINCIPLES IN MAKING AN IMPACT

To allow for discussion and reflection on the topic of impact, we hope to offer a vocabulary and develop a shared understanding of what impact can and could mean. We do this by providing ten guiding principles, covering the breadth of the discussion while being explicit in the BMS interpretation of impact.

WORKING METHOD

Principle 1: we adopt Impact by Design as working method.

BMS, in line with UT-wide conversation, adopts ***Impact by Design*** as the preferred working method. Impact by Design calls for setting a clear dot on the horizon in terms of intended impact and then defining the path to achieve this. To do this, one can think back from the intended impact to the current situation, and see what steps are needed to get there. Reaching this intended impact is embedded in all phases of a project [7]. Making impact, in line with that dot on the horizon, is part of the very design of our activities. Impact by Design respects the differences between disciplines, projects and researchers, but does acknowledge that we can all make our own impact and plan accordingly to achieve it.

Next, we identify nine guiding principles for the transition to *Impact by Design,* using the 5W2H method [8], asking: Why, Who, What, Where, When, How, and, How much?

WHY DO WE WANT TO MAKE IMPACT?

Principle 2: we make impact for the betterment of people and society.

BMS wants to contribute to societal challenges, we want to benefit communities, and advance knowledge. We want to make impact to make a change for the better. This asks for a reflection, because making impact is not neutral nor always good. In line with the broad impact definition above, the (long-term) effects of one's work can also be negative. This is not how we see our intended impact, instead, the reason to make impact is to achieve a "betterment" rather than just any change. We recognise and applaud all BMS colleagues in their intrinsic motivation to make a positive change. We already see this in projects on mental health, climate justice, and social entrepreneurship, to give a few examples. Per Impact by Design, let this betterment be embedded in the design of all our projects.

On the individual level, a question to ask yourself is: "who or what gets better because of my work?". Of course, not every project will have life-changing implications for a large group. Here, it is relevant to refer to the concepts of *reach* and *significance* [9]: how far does your impact reach, and how significant is the change to those being impacted? For instance, a health intervention may drastically improve the life of a handful of patients, or ever so slightly for hundreds of patients, and this is both highly valued. Still, in both cases, a betterment is made.

What's next:

a. BMS will facilitate discussions on our intended role in society, e.g., through debates or by taking inspiration from the Recognition and Rewards talk show format. [status: not yet started]

These actions are copied from version 1 of the position paper, a short status update is added at each action with a brief overall reflection in the appendix.

WHEN WILL WE MAKE IMPACT?

Principle 3: we make impact through the output of our activities and the process of getting there.

The Impact Pathway model on page 4 might give the impression that impact is only made at later stages of your work, this is not the case. There is a distinction to be made between impact made through process and the impact made by output. An example: by involving a primary school in a study on healthy food in schools, one may change children's and teachers' mindsets over the course of the study and have made an impact there. The research output can then be used by different parties. For example, new interventions can be used by other schools, and a publication by other academics or policy makers. These uses can take place for years to come, again making an impact. Furthermore, the process of doing this research helps you build your expertise and in this specific example, build a relationship with your contacts at the primary school. A single study may start with an academic impact, and can then build outwards to an expanding set of outcomes and stakeholders.

Not all activities can have process impact like the example above. In many cases, a seed is planted that can bring about a change in the future. This especially holds true for academic impact; when ideas are generated that shift our thinking, when work is cited, and the scientific contributions act as a source of inspiration for many years to come.

WHAT IMPACT DO WE MAKE?

Principle 4: we make academic and societal impact, these enrich each other.

Academic and societal impact often feed off each other, inspire each other, and strengthen each other; one is not replaced by the other. Academic work can lay a foundation for societal application, and is used by fellow academics to bring their work further. Impact lies in the change that your work brings; when a high school uses your educational innovation, or when an academic uses your theoretical model, the shared question is: what changed for them because of your work? Following this line of thinking, academic impact is not only about citations ("use"), but more about the change brought about by people building on your work ("impact").

When it comes to societal impact, several types of impact can be encountered that all bring about a lasting change in society at large. Figure 3 brings (next page) this together and serves as an inspiration and discussion starter to reflect on your impact. The various types of impact show the breadth of the change that one's work can bring. However: it is not a checkbox system where you need to "reach x out of eleven types". Societal impact and academic impact are both appreciated and are connected. What you work on can be aligned with your own impact goal, and that of your team, and be built on your own strengths and passion.

WHO IS MAKING AN IMPACT?

Principle 5: impact is made by all BMS colleagues, teams, and groups.

Everyone makes impact, in line with their own impact goal. This can be on an individual level, team level, section level, department level, or within a BMS Strategic Research Theme. Different goals are better achieved by different levels of cooperation, for example, an international consortium will respond to a different need than an individual researcher with a specific expertise. Here, it is key to set the aforementioned dot on the horizon and then see who needs to contribute to achieve the desired impact.

For more complex issues, making impact is mostly the result of hard work by many people, who use their knowledge and talents to make a betterment happen. A key point here is the team; not every individual needs to (or has) all expertise and skills for this. If one team member is an accomplished grant writer, and the other one an amazing networker, they can both contribute from within their strengths. The movement to see academic achievements more as a team effort is called Team Science. BMS fully embraces this movement and will explore how this appreciation can be embedded in HR practices.

What's next:

b. Support will be made available to help staff and groups that want to think about their intended pathway to impact. Tools like impact cases, impact pathways, or tools from other universities can help in this. [status: done, via BMS Research Support]
c. Investigate how Team Science can be embedded more closely in current individual-focussed career path conversations. This is a broad conversation, not just in formal career steps, but also general recognition for team efforts. [status: ongoing]

HOW WILL WE MAKE IMPACT?

Principle 6: we make impact through *all* our activities.

The types of impacts described in principle 4 can be realised through a variety of activities. The current impact discussion seemingly focusses on research at times, we explicitly point to the huge importance of education. One single lecture can already transfer state-of-the-art knowledge to a large group of students, for instance. Beyond research and education, impact is also made through a variety of other activities: innovation-related activities, support, leadership, teamwork and academic citizenship activities. Support staff empowers and supports colleagues to achieve their (impact) goals, colleagues in leadership roles set dots on the horizon and can help a team grow. Academic citizenship activities (e.g., non-research committee work, or being part of value-driven working groups) can also contribute to reaching a set impact goal.

This principle embodies the Recognition and Rewards (R&R) movement. This movement calls for a proper recognition of a diverse set of career paths [10]. This applies fully to the breadth of activities that contribute to making impact; if different colleagues have different impact goals, a generic assessment will not do justice to this.

What's next:

d. Appreciation should be given to impact-related activities beyond academic impact. This will be explored further together with BMS HR and the BMS Career Committee. *Through UTIP, the central UTilizing our Impact Potential program, a "menu" is being developed to make these career choices explicit. This will be used as discussion starter.* [status: ongoing as part of Recognition and Rewards program]
e. Improve Knowledge Transfer Office offer for BMS and clearly communicate this. [status: ongoing]

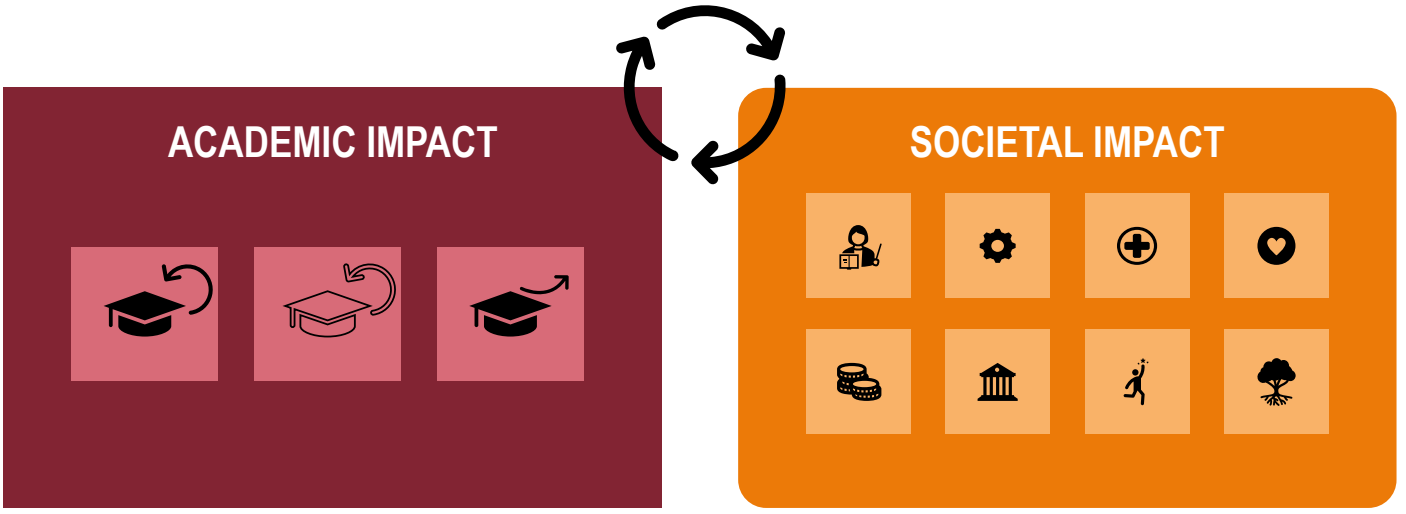


Figure 3: types of impact to contextualise academic and societal impact (D)

Academic impact is seen as an umbrella of several impacts, all creating a change in academia:

Disciplinary impact: activities contribute to the body of knowledge within discipline(s) expanding

Methodological impact: activities contribute to a better understanding of, or development of (new), research methods, tools, and frameworks

Disruptive impact: activities contribute to a change in the research agenda (across disciplines), through disruptive and transformative approaches

Societal impact is seen as an umbrella of several impacts, all creating a change in society:

Educational impact
Student: activities contribute to skilled generations of students (BSc, MSc, PhD), equipped to tackle complex challenges and have a critical mindset
System: activities contribute to better functioning educational institutions and systems

Technological impact: activities contribute to the development of technologies that are more sustainable, ethical, inclusive, and developed in a user-centred way

Health impact: activities contribute to the increased physical and mental health of people

Social impact: activities contribute to an understanding of the use of technology, and the influence of emerging technologies on people
note: social impact is a specific type of impact, societal is overarching

Economic impact: activities contribute to an increased efficiency, effectiveness and satisfaction of (business) processes and create economic value (for the region)

Policy impact: activities contribute to change-making processes and policy change on various topics

Capacity building impact: activities contribute to building the capacities/skills of others, for them to be equipped to deal with challenges in their own real-world context

Environmental impact: activities contribute to improving the built and natural environment for a sustainable world

Principle 7: we are engaged with relevant stakeholders and partners.

Making impact is a co-creation process, where the talents of BMS staff members and the expertise of partners (e.g., fellow academics, hospitals, high schools, businesses, academic institutions, citizens, other stakeholders…). are combined, to answer needs of said partners. This is a two-way street, where we do not just reach out to relevant partners with our output, but actively engage them throughout the process. Then, we can help solve relevant challenges with our partners, true to their context. BMS serves many partners, and which partner to involve depends on the focus of one's work. When aiming for academic impact, or doing more fundamental research, engagement with fellow scholars or (direct) colleagues might be a more fitting collaboration.

Proper public engagement asks for certain skills. It takes time, effort, skills, and perseverance to involve (societal) partners in all phases of your work and build a relation with them [11]. At UT level, exploring the viewpoints and support offer for public engagement is ongoing, BMS can be a test ground for such newly developed support offer.

For valorisation activities, the Knowledge Transfer Office of Novel-T offers support on the commercialisation of research, in the broadest sense. Topics like starting a spin-off, licensing and Intellectual Property are part of their offer, including wider outreach of your work.

What's next:

f. Through the BMS Research Support, BMS will gladly serve as test ground for newly developed support on public engagement activities, in line with the central ongoing exploration around this topic. This will be done in collaboration with other ongoing initiatives and UT partners. [status: not yet started]
g. BMS will develop an Open Science guide (policy, principles, best practices, to be decided). [status: not yet started]
h. BMS Research Support will overlap its support offer with the Citizen Science Hub and Open Science Community Twente to identify gaps and create support for these gaps. [status: done]

Principle 8: we make impact in a sustainable and equitable way.

Building on the 'Do No Significant Harm' principle of Horizon Europe (HE) [12], impact should be made in ways that seek to understand the nature of harms and or ways that harms may arise, that do not harm the environment (HE uses carbon emissions as the guiding measurement unit), where we reduce environmental pollution and (land) degradation (per the UT Sustainability Policy on Operations).

To help employees with their travel choices, the UT offers the UT Train Map, which helps to easily assess the difference between travelling by train or plane to certain cities.

We also want to make impact in an equitable way. Equity is about recognising that certain groups and communities have different needs to reach the same goals [13], different from equality where everyone is (assumed to be) the equal. One's activities can help minority groups or under-privileged communities, through the understanding of the meanings, causes, and impacts of inequality, through the content of the activities (e.g., on the topics of wellbeing, financial stability, health), and the way of working (e.g., amplifying voices that are not heard often). We encourage you to take this into account when engaging with stakeholders, realising that your work can mean something different for different groups of stakeholders.

Being explicit in the aim for equity and sustainability also has consequences for the selection of partners (see principle 6 as well). In addition to Knowledge Safety[1] aspects, the UT recently called on its partners to commit themselves to the Paris Agreements[2] and make this support explicit. At UT level, criteria are being developed to help assess new partnerships in this light, BMS gladly serves as test ground for early implementation of such a framework. This fits in a broader discussion on value alignment between us and our partners. Guiding questions can be: Does the intended partner share similar values of betterment? Do you and your partner share the same goal?

What's next:

i. The option to implement a carbon budget will be explored, discussing implementation level (section, department, faculty), limits, and influence on the research process. [status: context changed, travel restrictions]
j. Once BMS serves as a test ground for the partnership evaluation framework in development, support will be made available to guide researchers and teams through the framework. [status: ongoing, UT-wide development]

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1 Knowledge Safety in this context refers to critically evaluating international collaboration with certain countries, and doing research that can also be used to create weapons. The UT has a Knowledge Safety Team that has an interactive checklist to fill in, to assess your situation in case of doubt.

2 The key element of the Paris Agreement, agreed on by worlds leaders at the UN Climate Change Conferences (COP21) in Paris, is to "substantially reduce global greenhouse gas emissions to hold global temperature increase to well below 2°C above pre-industrial levels and pursue efforts to limit it to 1.5°C above pre-industrial levels, recognizing that this would significantly reduce the risks and impacts of climate change" [16].

WHERE DO WE MAKE IMPACT?

Principle 9: we make impact on different geographical scales, from the region to globally.

Two things can be true at the same time: we are a campus that connects to the region *and* an international knowledge hub. As such, impact is also made on different scales: the region, province, national, international, and global. One is not necessarily better than the other, this again depends on the impact pathway of a certain project. Different activities cover different scales and interact with other scales. Regional know-how can inspire international research consortia, and global developments are accounted for in education on our campus in Twente, for instance. Some of the main pathways and means of academic impact are found through the international collaboration with, and recognition from experts all over the world.

What's next:

k. Increase visibility of support by the BMS International Office, e.g., with staff exchange and international partnerships. [status: done]

HOW MUCH IMPACT IS ENOUGH?

Principle 10: we reflect on our impact in a context-sensitive manner.

Quantifying impact is part of an ongoing discussion around impact indicators. We see impact indicators as a tool for reflection and learning, not as a measurement system or checkbox exercise. Being able to quantify impact, and/or being able to make impact explicit, can be instrumental in the way we reflect on the impact that we make. Making one's impact explicit can also help in the planning of future projects, by building on the situation as is.

Here, it is important to stress that this should be done in a context-sensitive manner. Indicators need to align with the context in which they are used. An indicator like "Number of Healthy Life Years gained" can be great for a health intervention, but not at all for a project on resource allocation in industry. Different disciplines, different projects, and types of work call for different indicators and forms of evaluation.

Another way to provide this context is to reflect on impact in a narrative form, sometimes referred to as an Impact Case. As such, work is presented more narratively but not free of substantiation, you should still underpin the claims you make in the narrative. For instance, you can construct an Impact Pathway (see page 4) for your work, put this into a narrative form, and substantiate the narrative with relevant indicators.

What's next:

l. Support will be made available to help staff and groups connect indicators to their own impact pathways, e.g. by providing hands-on guidance in using the UTIP Impact Indicator Instrument. [status: done, via BMS Research Support]

m. Beyond indicators, tools to narratively reflect on one's impact will be provided, like impact cases. Guidance on using these tools will be provided. [status: done, via BMS Research Support]

LOOKING AHEAD

The transition to *Impact by Design* is something we do together, in which we learn from each other, we support you and we equip you to support each other.

With the publication of this position paper, we hope to have helped better understand what impact means, and what principles BMS holds in this. Now, the focus will be on implementing all proposed actions (the "what's next" lists) together with the BMS and UT partners. BMS develops support offer; BMS Research Support is spearheading the development of this. Existing support offer will be communicated more clearly, and behind-the-scenes collaboration will make BMS Research Support a one-stop-shop for any impact questions.

If you wish to share any thoughts or questions after reading this paper, please contact Tom Boogerd of BMS Research Support. We will continue the conversation with your team, your section, or at the coffee machine. Please invite us, we will gladly come to you.

What can you do next?

Are you feeling inspired after reading through this paper and are you wondering what you can do next? Four concrete suggestions:

1. **Reflect** on your own impact, using the principles in this paper. Even without writing something down, just going through the paper again and relating the principles to your own work may be inspiring and lead to new insights.
2. **Discuss** with a colleague or your supervisor/manager. You can use this paper as a starting point of discussion with people around you. Hopefully this paper gives a shared vocabulary to have a fruitful discussion.
3. **Construct** your first impact case or impact pathway. You can use the principles and vocabulary in this paper to help you get your own impact pathway concrete. What is your dot on the horizon and what is needed to get there? You can also look back at your work and construct an impact case; a short narrative that makes the impact of a project or line of research explicit. For the latter, a template and support are available at the BMS Research Support Office.
4. **Be proud!** This paper shows that impact is achieved through many paths, and your work surely contributes. We hope that the principles and vocabulary in this paper empower you to recognise the impact of your own work and gives you means to make this explicit.

ACKNOWLEDGEMENT

This Position Paper was coordinated and written by Tom Boogerd and co-written and supervised by Marieke van Rooij of BMS Research Support, with this update again being spearheaded by Tom Boogerd. It was shaped through numerous conversations, formal interviews and feedback rounds. Joining research section meetings (e.g., of the Philosophy section) or other specific events (e.g., talking about Impact Cases at the ETM conference) also contributed greatly to getting faculty-wide input. Thank you for that!

We want to give a special thanks to a set of colleagues who gave feedback on the concept version of this paper, and/or participated in an interview:

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IN THE SPOTLIGHT

There are numerous UT communities that bring researchers together who are passionate to make an impact. Some of these (thematic) groups are spotlighted below.

Citizen Science Hub Twente

We would like to spotlight the Citizen Science Hub and the Open Science Community Twente, both UT-wide groups that share a mission to make science more open and informed by societal problems, and they offer support to achieve this.

Citizen Science means that "citizens are actively involved in research, in partnership or collaboration with scientists or professionals; and that there is a genuine outcome, such as new scientific knowledge, conservation action or policy change" [14]. The UT has a Citizen Science Hub, this Hub helps in connecting citizens and scientists, in a two-way collaboration. For this they launched Meedoen (Dutch for "join" or "participate"), a platform where citizens can become part of UT projects. They also help with questions specifically related to the process of doing Citizen Science, for instance an earlier case on Research Data Management when the citizen collects the data. The Hub also connects researchers with an interest in Citizen Science.

Open Science Community Twente

Open Science aims to make scientific knowledge openly available, accessible, and reusable for everyone, to increase scientific collaborations and sharing of information for the benefits of science and society [15]. The Open Science Community Twente acts as a platform to connect researchers, learn from each other, provide resources and discuss common practices. Open Science goes beyond Open Access (OA), whereas OA focusses on free access of research output, Open Science tries to make the full research pipeline transparent and open (e.g., databases). Support on specifically Open Access is available at the Information Specialists of BMS. BMS fully supports the Open Science movement and see this as a great way to broadly share knowledge and "doing research" with society.

Centre for Science Communication

The Research Centre for Science Communication and Engagement, aims to connect science communication research, teaching and practice at the University of Twente. It is a place where research into science communication and societal engagement, teaching about science communication and also practice, for example science communication activities meet. The centre wants to show what research is conducted in the science communication field, how to use the findings from research in our teaching about science communication and also showcase examples of science communication and engagement activities.

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B. Figure 1, page 4
Visual from NWO e-learning "Working with an Impact Plan"

C. Figure 2, page 4
Visual adapted of the Impacttool by Dutch National Agency Erasmus+, with imagery changed from mathemetical symbols to icons. CC-BY license

D. Figure 3, page 7
These types of impact are inspired by University College Dublin, best practices and ideas from BMS (e.g., the outcome of the BMS Impact Inquiry), UT (the UTilizing our Impact Potential (UTIP) program by S&P and SBD, and ITC's capacity building vision), and work from Erasmus University Rotterdam

APPENDIX

Brief reflection on action point progress

Major progress has been made in the development of tools and hands-on support by BMS Research Support: Impact Case workshops including a template, indicator instruments, and other on-demand types of support. All these materials can be found on the BMS Research Support website.

Progress on the embedding of appreciation for impact-related activities in career conversations is ongoing: the UT Talent Map 3.0 (guiding document for careers) puts impact at the basis of our activities and this terminology – impact-based teaching and impact-based research – is reflected in annual talks. A challenge still lies in the proper embedding of Team Science.

Little progress has been made in a BMS Open Science guide, and in support on Public Engagement activities. This leaves room for acceleration.

All in all, in the last year, the Position Paper has been a basis for support and conversation, let this second version keep that momentum. Here, it is key that the Position Paper is not just a PDF on a website, but rather a basis for discussion, support and a feeling of pride in your work.