

# Learning objectives and questions

1. Learn about other practices / approaches / languages / tools for advancing research impact. Exchange of experiences.
2. What “indicators” can we use to measure and evidence impact?
3. How to show impact effectively, to be accountable to government and advocate for (more) funding.
4. How do we support our academics and help them understand impact? Incentives, training, indicators,  
=> also for basic science and social science and humanities
5. How to deal with the different responsibilities to create impact of researchers, organisations, government?

# Practices, approaches, tools, languages

## 1. Payback model, Logic framework etc have shared messages

- Comprehensive approach, from input, research process to outcomes and impacts
- More is needed than just doing research, and publish it
- Stakeholder interactions or “productive interactions” are crucial
- A strategic approach is possible and probably more effective (if you are able to implement it)
- Creating feedback loops and learning about intermediate impacts help you to improve the strategy

Presentation of Mike Smith showed how important these issues are to get understanding of “impact dynamics”

## 2. Expect contributions to change, do not try to attribute change to research only.

# Indicators

1. **Not one indicator.** Multiple impacts, and indicator depends on kind of impact.
2. Be careful to focus on indicators. Better to use them as part of the evidence to support claims about impact. **“narratives”**
3. We saw several examples already:
  - Economic impact:
    - Revenues of firms from developing new technology
    - Jobs lost and created by the firms
  - Health impacts
    - reduction of injuries
    - Reduction of health problem neonatal babies
  - Policy making?
4. More examples to follow today

# How to show impact effectively

1. In order to show it, it has to be there. It is difficult if you are not well prepared for. (see REF experience)
2. Be sensitive to the dynamics of impact and different kind of impacts.
  - Esp when a long term perspective is possible and
  - At the level of institutions.
3. Browse through the REF database to learn about diversity
4. More to follow today

# How to support our academics?

1. You can use the logic model to train researchers to think systematically about
  - How their research activities relate to specific impacts, or
  - What should you do to realise specific impacts
2. Things do not change if it is restricted to simply fill in the right box in the application form.
3. Real support from management to work on impact is needed.
4. Academics and universities often have already impact that they unaware of.

# Different levels of responsibilities

- Government



1. accountability to parliament / tax payer
2. Meeting policy objectives through allocation

- Institutes



1. upwards: advocacy, accountability
2. downwards: ??

- Researchers



1. In order to win research grants
2. Intrinsic / professional motivations

