Workshop: Creating a data-driven societal impact strategy

The Tasmanian Societal Impact Model

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Why is impact important?

University missions have long included an impact component. Recently, however, there has been an **increased emphasis** on the impact of universities.

How do you measure impact?

- Notoriously difficult
- Long lag times
- Not linear
- No replicable, scalable approach

The Tasmanian Societal Impact Model (TSIM) Playbook

Sharing our experience with the world

LEARN MORE   DOWNLOAD

For maximum impact, we must play to our strengths

Public recognition of what universities do underpins their societal mandate, but that mandate is increasingly being challenged. Universities are asked to demonstrate their impact by international organisations, national governments, and funding agencies. As a result, attempts to measure impact are proliferating, and a coordinated approach is needed to do this effectively.

https://www.societalimpactmodel.org/

Flexible framework
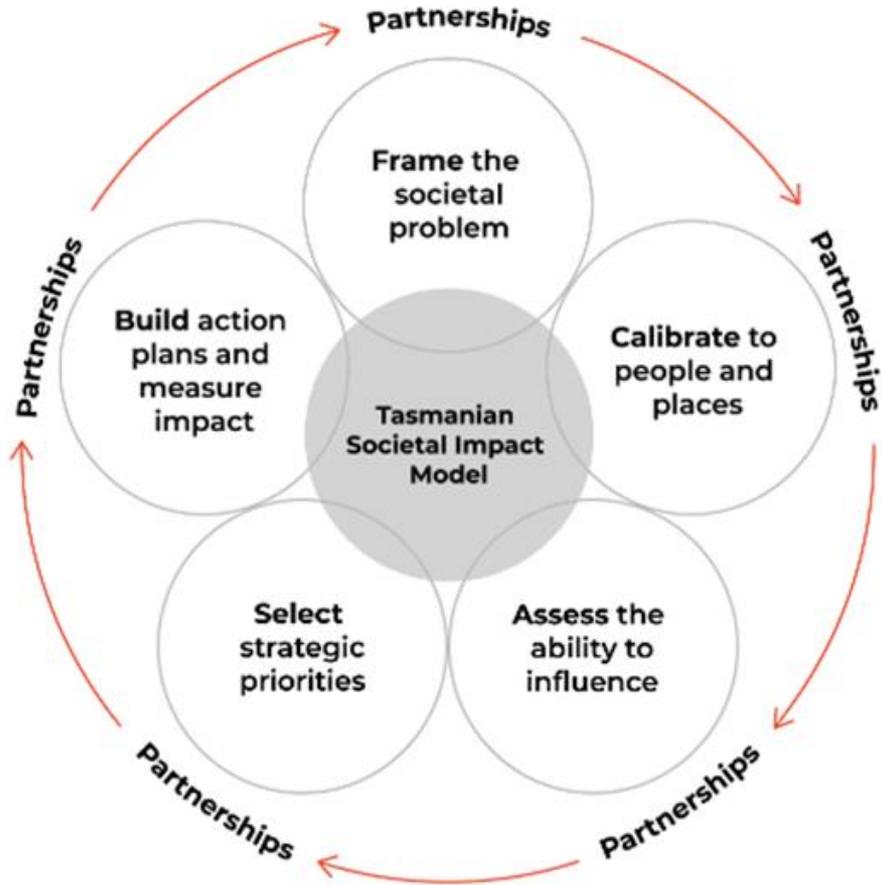
- Flexible and adaptive **decision-making tool**
- **Partnerships** are a critical component
- The process is not set-and-forget, but rather a **continual calibration** to people and places
- **Attribution is complex** but planning for impact is helpful
- The process is **not linear**

The "Tasmanian Model"

1 Frame the societal needs

2 Assess the relative importance of the societal needs to the places and people

3 Assess the university's relative capability to influence the societal needs

4 Select which societal needs to focus on

5 Make action plans and measure change

Goals and outputs for today's workshop

- A working knowledge of the Tasmanian Societal Impact Model (TSIM)

- Methods to assess importance

- Ways to think about institutional strengths

- Potential data sources for steps 2 and 3 of the TSIM

How to use the Tasmanian Societal Impact Model

Why   **Who**   **How**

How to use the Tasmanian Societal Impact Model

Why

Who

How

Why use the TSIM?

Empowers higher education institutes to plan for, implement, and amplify their societal impact

How to use the Tasmanian Societal Impact Model

Why

Who

How

Who is the guide intended for?

University leaders (presidents, rectors, or vice-chancellors) and their strategy teams; faculty, colleges, or school heads; and by research group leaders.

How to use the Tasmanian Societal Impact Model

Why **Who** **How**

How to use the TSIM?

The playbook is designed to assist an individual or team during the early stages of understanding and planning for societal impact

How to use the Tasmanian Societal Impact Model

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Before you start

Set the context & align thinking with stakeholders

Define the location

Define the time horizon for data collection

Step One

Frame the societal needs

Step 1: Frame the societal needs

The Sustainable Development Goals (SDGs) have been developed by the United Nations as a call to action to end poverty and inequality, protect the planet, and ensure that all people enjoy health, justice and prosperity.

The goal

To scope a list of possible *societal needs* that are of local importance and are likely to benefit society if addressed.

Example in Tasmania

Broad thematic area	Education			
Societal impact opportunity	Educational attainment			
Societal needs	Increased proportion of students retained from Year 10 to Year 12	Increased number of students leaving Year 12 with an Australian Tertiary Admission Rank (ATAR) score	Increased number of underrepresented people participating in higher education	Increased attainment of higher education across the regions
Evidence	Year 10 to Year 12 retention in Tasmania is 77 percent, which is below the national average of 83 percent.			

Step Two

Assess importance to the places and people

The goal

To achieve an agreed, information-based understanding of the *relative* importance of the societal needs.

Importance to your locality						
Component	Weighting	1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY
Importance to your locale						
Public want						
Total						

The problem is not as relatively important / urgent   1 → 5   The problem is relatively more important / more urgent

Step 2: Assess importance to place

On your worksheet

Place scores between 1 and 5 for 'Public Want' for each SDG.

Importance to your locality	Weighting	1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY
Component						
Importance to your locale						
Public want						
Total						

The problem is not as relatively important / urgent

1 → 5

The problem is relatively more important / more urgent

Step 2: Assess importance to place

Example: How we piloted this step in Tasmania

Table 2.3: An example summary of scores of relative importance for the societal impact opportunity 'reduce the incidence of preventable health conditions'. Content is fictional and for demonstration purposes only.

Component of import-ance	Arthritis	Cancer	Cardio-metabolic disease	Dementia	Kidney disease	Mental health	Multiple sclerosis	Osteo-porosis	Hyper-tension
Economic impacts	5	4	4	4	3	4	3	4	5
Incidence of disease	5	4	4	5	3	4	3	4	3
Public want	4	5	3	5	2	5	3	2	3
Social / health impacts	5	5	5	4	4	4	4	3	3

Step Three

Assess the ability to influence
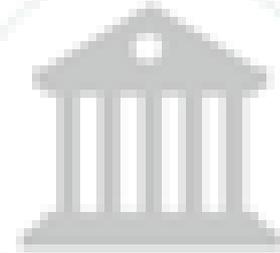
Step 3: Assess the ability to influence

The goal

To assess your institution's **_relative_** ability to influence each of the societal needs

University's ability to influence		1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY
Component	Weighting					
Outreach / Engagement						
Research						
Training						
Total						

Lower ability to influence   1 ⟶ 5   Greater ability to influence

Step 3: Assess the ability to influence

On your worksheet

Place scores between 1 and 5 for Research & and for Training for each SDG.

University's ability to influence Component	Weighting	1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY
Research						
Training						
Total						

Lower ability to influence   1 ———————➤ 5   Greater ability to influence

Step 3: Assess the ability to influence

Component of Importance	Weighting	Arthritis	Cancer	Cardio-metabolic disease	Dementia	Kidney disease	Mental health	Multiple sclerosis	Osteo-porosis	Hyper-tension
TEACHING										
Course offering	10%	5	4	4	4	3	4	3	4	5
Teaching expertise	10%	5	4	4	5	3	4	3	4	3
Unit enrolments	10%	3	3	5	4	5	5	3	4	5

4

Step 3: Assess the ability to influence

Here is an example of research data from SciVal

Component	Weighting	1 NO POVERTY	2 ZERO HUNGER	3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY
Research						
Publications	14%	1	2	5	2	2
Field-Weighted Citation Impact	14%	1	3	5	2	3
Citation count	14%	1	3	5	2	2
Citations per publication	14%	1	3	5	1	2
Growth (in scholarly output, 2021 v 2017, %)	14%	2	3	4	5	3
Policy citations	14%	2	3	5	2	2
Patent citations	14%	1	3	5	1	1

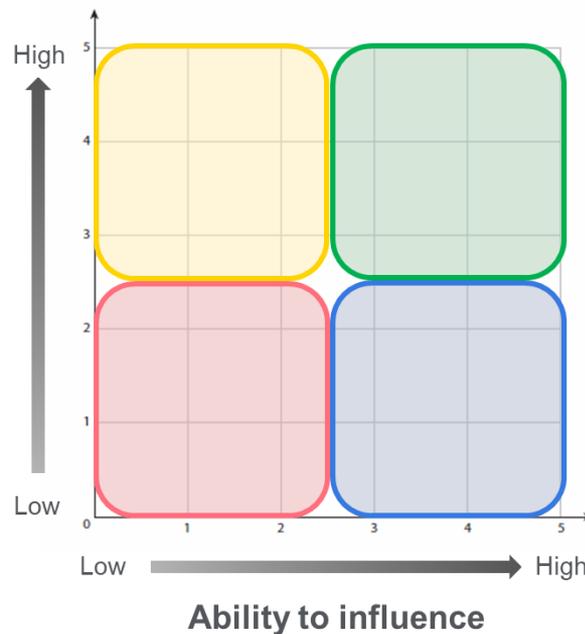SciVal

Step Four

Select which societal needs to focus on

Step 4: Select strategic priorities

The goal

Prioritize which societal risks and opportunities to include in organisational strategic plans.

Step 4: Select strategic priorities
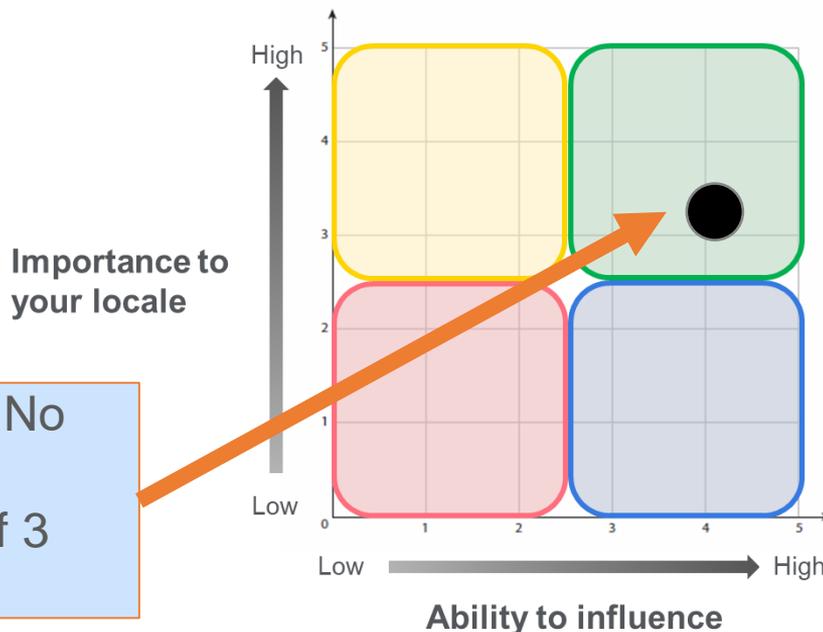
On your worksheet
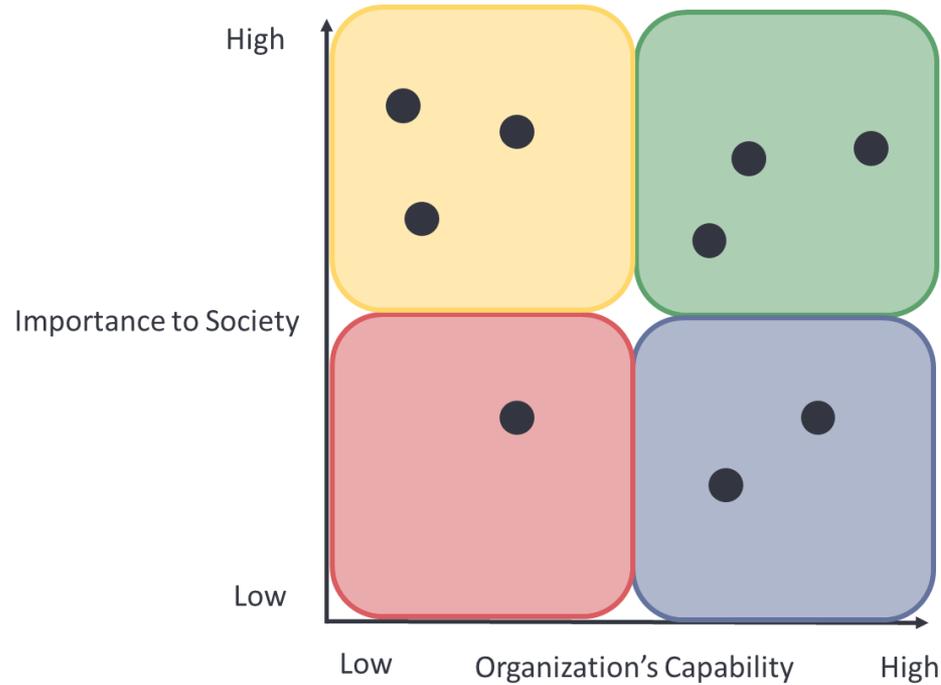
PLOT

Importance to your locale

Ability to influence

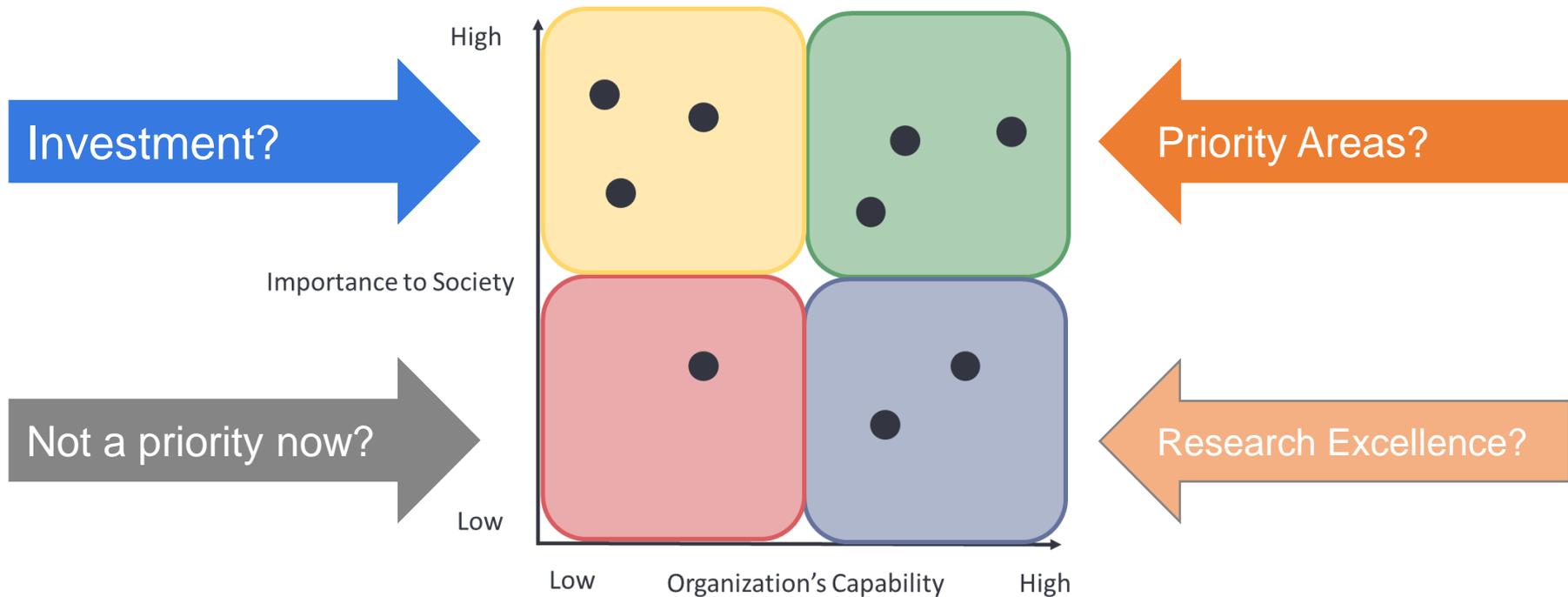For example, placement of 'SDG 1 No Poverty' would be placed here if:
- Importance (y axis) had a score of 3
- Ability (x axis) had a score of 4

Step 4: Select strategic priorities
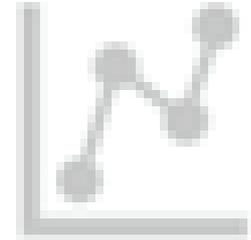
Step 4: Select strategic priorities

Investment?

Priority Areas?

Not a priority now?

Research Excellence?

High

Low

Importance to Society

Low   Organization's Capability   High
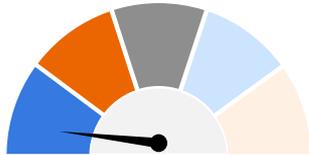
Step Five

Make action plans

The goal

Develop action plans for each societal need you've prioritised. The plans should specify the impact pathways of the interventions, and how societal change will be measured.

1. TEAM

Decide on the consultation group

2. CREATE PLAN

Clearly lays out pathway to impact, including goals & metrics

3. BUILD

Build monitoring dashboards using the information you need

4. MONITOR

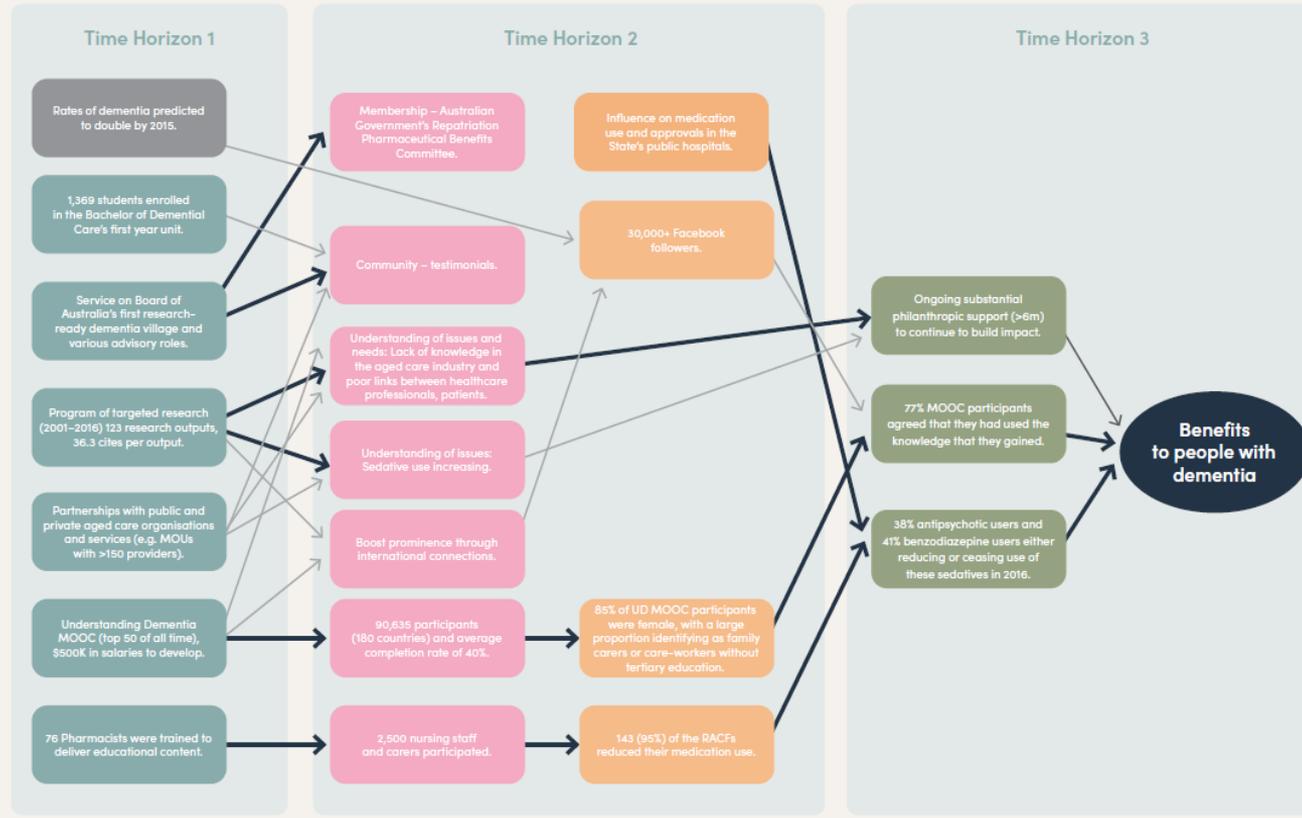Revisit dashboards with your consultation group to assess

5. DEMONSTRATE

Congratulations! You've reached the point of demonstrating impact!

Diagram 5.2: An example means-end diagram to guide monitoring metrics for different time horizons, highlight what information needs to be collected, and demonstrate the societal impact of dementia-focused activities at UTAS. Information is fictional and for demonstration purposes only.
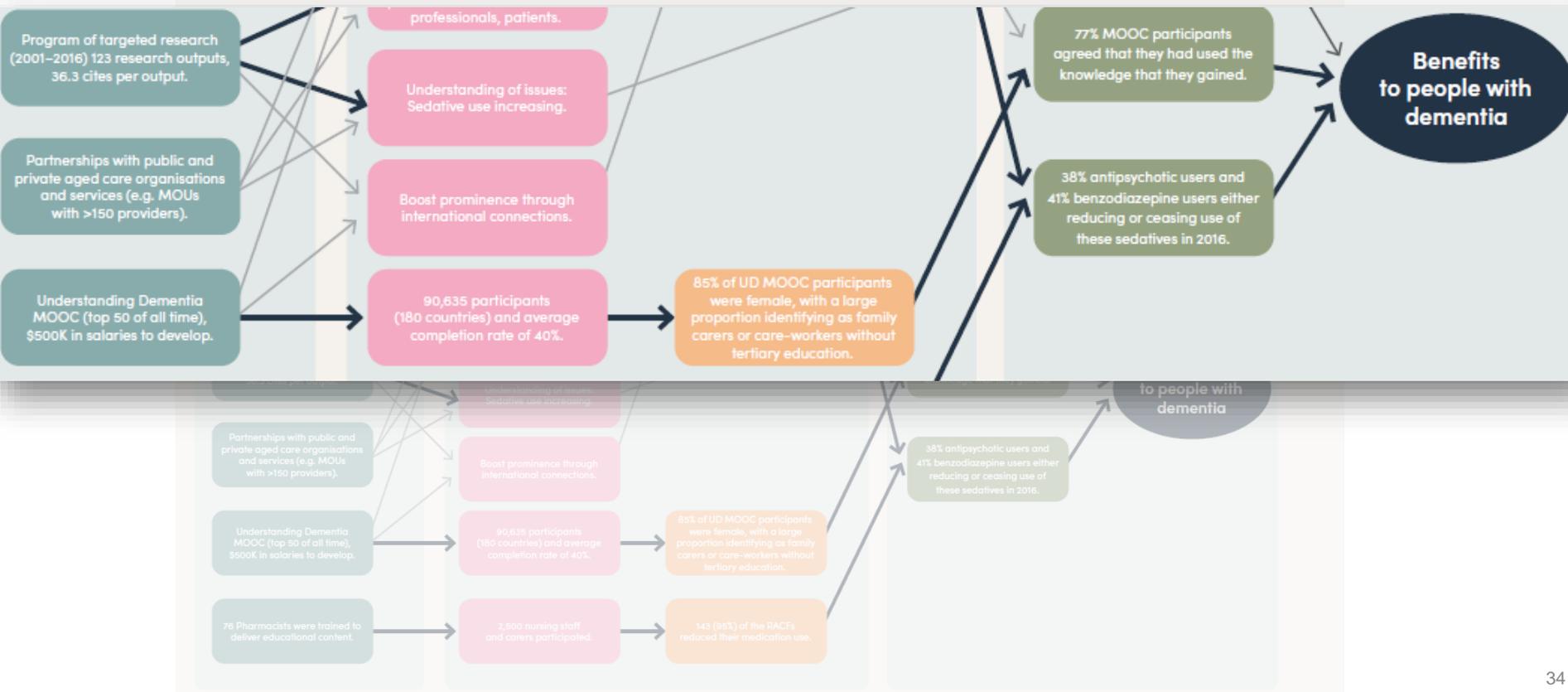
Step 5: Build action plans and measure

Diagram 5.2: An example means-end diagram to guide monitoring metrics for different time horizons, highlight what information needs to be collected, and demonstrate the societal impact of dementia-focused activities at UTAS. Information is fictional and for demonstration purposes only.

Program of targeted research (2001–2016) 123 research outputs, 36.3 cites per output.

Partnerships with public and private aged care organisations and services (e.g. MOUs with >150 providers).

Understanding Dementia MOOC (top 50 of all time), $500K in salaries to develop.

professionals, patients.

Understanding of issues: Sedative use increasing.

Boost prominence through international connections.

90,635 participants (180 countries) and average completion rate of 40%.

85% of UD MOOC participants were female, with a large proportion identifying as family carers or care-workers without tertiary education.

77% MOOC participants agreed that they had used the knowledge that they gained.

38% antipsychotic users and 41% benzodiazepine users either reducing or ceasing use of these sedatives in 2016.
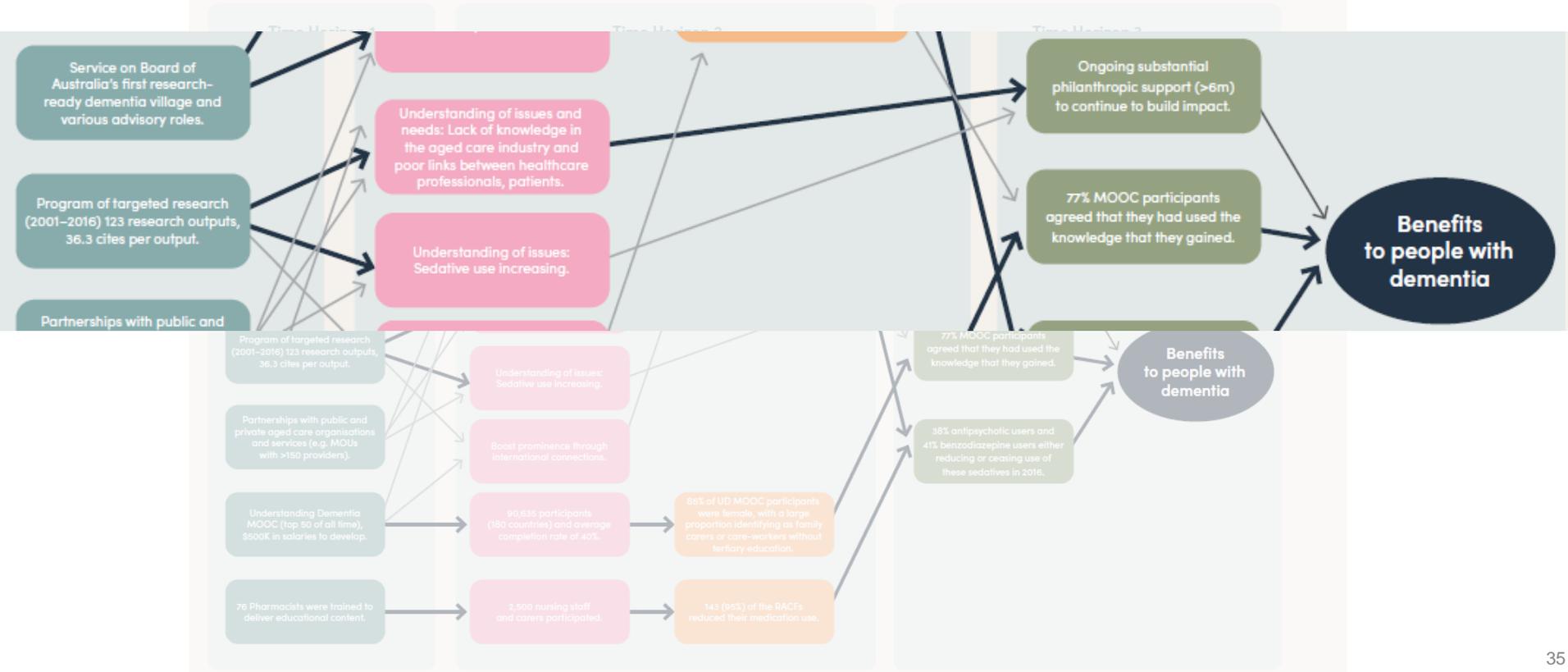
Benefits to people with dementia

Diagram 5.2: An example means-end diagram to guide monitoring metrics for different time horizons, highlight what information needs to be collected, and demonstrate the societal impact of dementia-focused activities at UTAS. Information is fictional and for demonstration purposes only.

Next steps

- Take this back to your institution and apply it to your strategic priorities!

- Use data where you can

- Download the playbook for free here: www.societalimpactmodel.org.

Table 3.1: Suggested components of organisational influence with recommended descriptions, measurements, and information sources.

Suggested component of organisational influence	Suggested definition	Suggested measurement	Suggested information source
OUTREACH / ENGAGEMENT			
Community teaching and learning	Learning and teaching that is open to the public and relevant to the addressable factor	• Number of Massive Open Online Courses (MOOCs) • Number of MOOC graduates • Number of public lectures / school visits • Number of attendees at public lectures / school visits	• Organisational databases • Academic staff survey
Citizen science	Active citizen science initiatives	• Number of citizen science initiatives • Number of citizens involved	• Academic staff survey • Public databases e.g., for Australia citizenscience.org.au/ala-project-finder/
Policy input	Your Organisation's input into policy	• Joint appointments between the government and your organisation • Number of policy citations to organisational publications • Number of policy document co-authors based at your organisation	• Organisational databases • SciVal, or similar research intelligence solutions
Partnerships	External partnerships with industry, the government, and influential community / volunteer groups	• Number of existing partnerships with industry • Number of co-funded projects • Number of corporate co-authors	• Organisational databases • SciVal, or similar research intelligence solutions

Alumni	Alumni of your organisation that now work in industry, the government, or with influential	• Number of alumni
		• Number of employers of alumni
		• Graduate satisfaction scores
		• Employer satisfaction scores
			• Organisational databases
			• Organisational alumni survey
			• Alumni magazine mail-outs
			• LinkedIn
			• Facebook
			• (For Australia) Quality Indicators for Learning and Teaching (QILT) survey
			  – Graduate satisfaction survey
			  – Employer satisfaction survey

Key learnings and feedback

Instructions

Go to
www.menti.com

Enter the code
2211 8683

Or use QR code

Thank you!

Please ensure we have your contact info so we can send you a copy of your institution's SciVal data.

If you have any questions for the TSIM team, please reach out via the following email address: hello@societalimpactmodel.org