# Impact Indicators

## Overview and selection menu

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This overview of impact indicators was designed for academics and research units who want to indicate how their academic work relates to society. It is a non-exhaustive, broad summary of indicators intended to help understand outputs and outcomes of research in relation to an intended societal impact.

**Who can primarily benefit from this tool?**
Researchers, project managers, impact support staff, and reviewers.

**In which context is this tool useful?**
When writing and assessing grants, drafting impact statements, narrative CV's, researcher proposals, identifying gaps or blind spots in a research project, or as an inspiration for education and engagement-related activities and their indicators.

*Tip: Open this interactive document using Adobe Acrobat .*

# **How to use** the (non-exhaustive) list of **impact indicators**

Many potential indicators exist and several excellent resources already curate lists of indicators. The aim of this document is not to supersede these lists, but to add an interpretive layer to aid selection.

Indicators are context dependent, meaning there is no 'one-size-fits-all' indicator. At the same time they are used in various settings with different intentions and timings. For instance, they can be used retrospectively to evaluate a portfolio of work (e.g. SEP evaluation) or a project (e.g. grants). Indicators are also used beforehand to set up a project with impact monitoring in place, or develop a monitoring system for a project portfolio.

Think about why and how you're using indicators in each situation in line with responsible research assessment principles.

We advise the following approach for defining your indicators:

1. **Start with considering your overall impact ambition,** the societal change you are (or were) hoping to achieve.

2. **Formulate what type of outcomes you hope to achieve.**
   Outcomes concern medium-term results and usually have a clear relationship with the purpose of the academic project. They can be understood as intermediate steps towards longer-term impacts.

3. **Think about the kind of outputs that are necessary to achieve your mission.**
   Outputs comprise the most immediate results of an academic project.

4. **Specify your indicators in detail.**
   Connect specific (SMART) indicators to outputs and outcomes for your monitoring and evaluation.

If you develop or discover useful indicators for societal impact evaluation or have questions about the current content, let us know: *evaluatingsocietalimpact@eur.nl*

**View indicators**

# Types of impact

*Hover with your mouse over the types to read more. Click to view associated indicators.*

The impact you aim for is diverse.
The indicators in this document are listed according to **forms of impact** and **thematic dimensions of impact**. The latter is helpful for considering more context specific indicators, while the first category lists general indicators that can be useful regardless of the type of impact.*

## Forms of impact

- CAPACITY BUILDING
- CONCEPTUAL CHANGE
- CHANGE IN KNOWLEDGE CULTURE
- ENDURING CONNECTIVITY
- INSTRUMENTAL CHANGE

## Thematic dimensions of impact

- CULTURAL IMPACT
- ECONOMIC IMPACT
- ENVIRONMENTAL IMPACT
- HEALTH AND WELLBEING IMPACT
- LEGAL IMPACT
- POLICY IMPACT
- SOCIAL IMPACT

*Note that different forms of impact can also be found implicitly within the thematic dimensions, but we don't make an association between the different types. The reader is welcome to make their own associations. We also use similar examples across the different types of impact. They are for illustration only and we invite you to adapt this illustrative list of indicators to yours needs.

# Indicators of Capacity Building

Changes to skills and expertise.

| CAPACITY BUILDING | CONCEPTUAL CHANGE | CHANGE IN KNOWLEDGE CULTURE | ENDURING CONNECTIVITY | INSTRUMENTAL CHANGE |
|---|---|---|---|---|

| CULTURAL IMPACT | ECONOMIC IMPACT | ENVIRONMENTAL IMPACT | HEALTH AND WELLBEING IMPACT | LEGAL IMPACT | POLICY IMPACT | SOCIAL IMPACT |
|---|---|---|---|---|---|---|

## Outcomes

- **Education, training and improved skills** of current and future populations and workers for public and industry services, and academia.
- Higher degree of **training** by work force.
- Increased **availability of expertise** in the work force.
- **Usage of academic expertise in skill development** (e.g. students implementing their academic knowledge in tackling real-life problems).
- **Attraction and retention of** international **talent**.

## Outputs

- **Revised** educational **curricula**, across all levels, informed by new knowledge.
- Establishment of **new datasets, databases** or academic **data**, for instance lodged in national database.
- Percentage of **working population in training/education** at university level
- **Revenue from professional education** in Euros per year
- Number/examples of **training**, **e-learning**, **conferences**, **masterclasses**, **articles, books/monographs**, **posters** and **protocols for business or public sector**.
- Demonstrable **evidence** (e.g. number of surveys or reflections from students) **that students learned** how **to apply** their **knowledge to improve real-life practices in collaboration with stakeholders.**
- Public **prizes or grants** (non-academic marks of recognition for scientific achievements, in the shape of prizes or grants).

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# Indicators of Conceptual Change

Changes to knowledge, awareness, attitudes, emotions.

| | | | | |
|---|---|---|---|---|
| CAPACITY BUILDING | CONCEPTUAL CHANGE | CHANGE IN KNOWLEDGE CULTURE | ENDURING CONNECTIVITY | INSTRUMENTAL CHANGE |

| | | | | | | |
|---|---|---|---|---|---|---|
| CULTURAL IMPACT | ECONOMIC IMPACT | ENVIRONMENTAL IMPACT | HEALTH AND WELLBEING IMPACT | LEGAL IMPACT | POLICY IMPACT | SOCIAL IMPACT |

## Outcomes

- Changes in **behaviours by the targeted audience**, including the extent to which a **concept is adopted or attitude has changed** (e.g. platforming voices in a debate).
- Change in **attitude among citizens** (e.g., healthier living, rehabilitation, or less consumption).
- Change in **knowledge of the target audience** (e.g. use of insights from academic work in calls for research or in policy documents).

## Outputs

- Number/examples of...
  - **training**, **e-learning**, **conferences**, **masterclasses**, **academic articles**, **books/monographs**, **posters**, **datasets**, **protocols, software** and **doctoral thesis**.
  - **research/knowledge agenda** and **knowledge infrastructure**.
  - new '**grey literature**' including academic reports, interviews, policy briefings, guidelines, evaluation report, editorials, newsletters, factsheets, web articles, social media, presentations or lectures **with/to stakeholders or general public**.
  - **multimedia appearances** for specific target groups, e.g. TV, radio, films, podcast, animations, documentaries, exhibitions.
- **Implementation/Innovation tools**, e.g. e-health application / app (license), new spin-offs and patents, patent / usage license, product / prototype.
- **Feedback** via testimonial/survey **form relevant stakeholders**.
- Demonstratable **use of data sets, software and facilities** by peers.
- **Citations** of articles, books and other products.
- Public **prizes or grants** (non-academic marks of recognition for scientific achievements, in the shape of prizes or grants).
- Secondary **appointments and memberships of** prestigious scientific **councils or committees.**

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# Indicators of Change in Knowledge Culture

Culture and individual attitudes towards knowledge exchange, and research impact itself.



## Outcomes

- Increased levels of **engagement of stakeholders with academia**, and corresponding levels of confidence in public-science dialogue (e.g. increased degree of public/private mobility).
- Delivering **positive impacts from academic work abroad.**
- Improved **international reputation** of the Netherlands in the academic arena .

## Outputs

- Presence of **structural collaborations and partnerships**, e.g. kenniswerkplaatsen, living labs.
- **Financial and material support by society** (funding and material resources allocated to academic projects and academics by civil-society funds, organisations as well as institutions).
- Leveraging of **(inter)national funding** through industrial and collaborative research.
- Number of...
    - **consultations by stakeholders**, e.g. public sector (policy makers, government) or industry
    - consortia/research **contracts with non-academic organisations**
- Number and type of **membership of stakeholder organisations** (councils, boards and advisory committees which have a demonstrable relationship to the academic work performed).
- **Secondary appointments** within stakeholder organisations (part-time, externally funded appointments of academics within organisations and institutions which have a demonstrable relationship to the academic work performed).


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# Indicators of Enduring Connectivity

Changes to the number and quality of relationships and trust.



## Outcomes

- Change in **stakeholder's relationships.**
- Increased levels of **engagement of members of the public with academia**, and corresponding levels of **trust in the collaboration**.
- New **connections to international expertise** providing **access to** state-of-the-art **knowledge, ideas and publics**.
- New national/international **collaborations** or **strategic partnerships** formed **with** other **academic teams**, **community** and **industry partners** or relevant **agencies**.

## Outputs

- Number of...
  - **Consultations by stakeholders**, e.g. public sector (policy makers, government) or industry.
  - **Consortia/research contracts** with non-academic organisations.
  - **Projects in cooperation with societal parties** (interactions between the academic world and societal groups).
- **Revenues from products/services** for stakeholders in Euros per annum.
- Number and type of **membership of stakeholder organisations** (councils, boards and advisory committees which have a demonstrable relationship to the academic work performed).
- Secondary **appointments within stakeholder organisations** (part-time, externally funded appointments of academics within organisations and institutions which have a demonstrable relationship to the academic work performed).


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# Indicators of Instrumental Change

Changes to plans, decisions, behaviours, practices, actions, policies.



## Outcomes

- Change in **stakeholders' experience, performance and systems**.
- Changes in **strategy or structure by the targeted audience**, including the extent to which a concept, procedure, or measure is adopted (e.g. views are incorporated in a policy brief).
- Developing new, and improving existing **technologies**.
- Effects of commissioned academic work (e.g. number of use of guidelines and protocols).
- Revising **educational curricula**, based on new knowledge.

## Outputs

- Number/examples of...
  - **training**, **e-learning**, **conferences**, **masterclasses**, **academic articles**, **books/monographs**, **posters**, **datasets**, **protocols**, **software** and **doctoral thesis**.
  - **student projects** that improved real-life practices.
  - **research/knowledge agenda** and **knowledge infrastructure**.
  - new '**grey literature**' including academic reports, interviews, policy briefings, guidelines, evaluation report, editorials, newsletters, factsheets, web articles, social media, presentations or lectures **with/to stakeholders or general public**.
  - **multimedia appearances** for specific target groups, e.g. TV, radio, films, podcast, animations, documentaries, exhibitions.
- **Implementation/innovation tools**, e.g. e-health application/app (license), new spin-offs and patents, investment plan, patent/usage license, product/prototype.
- **Feedback** via testimonial/survey **form** relevant **stakeholders.**
- **Income** from contract research and third-party funding.


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# Indicators of Cultural Impact

May refer to heritage and the arts, or understood in a sociological sense: cultural norms, values, ideas, attitudinal changes.



## Outcomes

- Enhanced **opportunities for creativity, self-expression and human development**. (e.g. new forms of artistic expression resulting in enhancement of quality of life).
- Increased **appreciation** and/or design **of cultural services** such as museums, galleries and libraries.
- **Attitudinal changes, education and understanding** (e.g. academic-led engagement with marginalised, under-engaged and/or diverse audiences leads to increased cultural participation).
- Collaboration with museum professionals results in **enhancements to** (cultural) **heritage preservation**, **interpretation** and **participation**, including museum and gallery exhibitions.
- Generating **new ways of thinking** that influence **creative practice**, its **artistic quality** or its **audience reach**.
- Inspiring, co-creating and supporting **new forms of artistic, literary, linguistic, social, economic, religious, and other expression.**
- Improvements to **legal and other frameworks** for securing intellectual property rights.
- Enhanced **cultural preservation**, e.g. increased understanding of local traditions both in the Netherlands and abroad.

## Outputs

- **Testimonials** from creative practitioners, curators, media professionals.
- **Qualitative feedback** from partners or participants in academic projects or attendees at academic events.
- Co-production of **new cultural artefacts**, including for example, films, novels and TV programmes.
- Proof of **collaboration with public arts venues, artists and programming professionals** to produce **new forms of artistic expression**.
- **Publication** figures both in the NL Netherlands and abroad, audience or **attendance figures** (including demographic data where relevant), **broadcasting data** and other forms of media, **download figures**, or **database and website hits** over a sustained period.
- **Attendance** of outreach programmes in which artists work together with scientists.


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# Indicators of Economic Impact

Driving economic growth, generating new products and services and creating jobs.



## Outcomes

- Contributing to **innovation and entrepreneurial activity**, e.g. through the design and delivery of new products, services, spin-out or new business that is viable and/or generates revenue or profits.
- **Improved performance or processes** adopted, e.g. more efficient use of public resources.
- **Employment** created or increased.
- Improved **international reputation** for investment in the Netherlands.
- Leveraging of **national and international funding.**
- **Decisions** are made not to introduce a new process or product **as a result of academic work**.
- The **costs** of treatment, health or social care have **changed as a result of academic-led changes** in practice.
- Academic work contributed to **policies that have had an impact on economic parameters** (e.g. growth or productivity) or **corporate social responsibility practices**.
- **Gains in productivity** have been realised as a result of academic-led changes in practice.
- The **performance of an existing business** has been **improved** through the introduction of new, or the improvement of existing, products, processes or services; the adoption of new, updated or enhanced technical standards and/or protocols; or the enhancement of strategy, operations or management practices.
- Contributing to **economic prosperity via the creative sector** including publishing, music, theatre, museums and galleries, film and television, fashion, tourism, and computer games.
- **Performance has been improved**, or new or changed technologies or processes adopted, in companies or other organisations **through highly skilled people** having taken up specialist roles that draw on their academic work, or through the provision of consultancy or training that draws on their academic work.
- Potential **future losses** have been **mitigated** by improved methods of risk assessment and management in safety- or security-critical situations.
- The strategy, operations or workplace **practices of a business have changed**.
- Improvements in **legal frameworks**, **regulatory environment** or **governance of business entities**.
- **Alternative economic models** (such as fair trade) have been **developed and adopted**.


Outcome indicators ↑

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Output indicators ↓

# Indicators of Economic Impact

Driving economic growth, generating new products and services and creating jobs.



## Outputs

- New or expanded **products, licenses,** or **services** created .
- **Spinout** or **start-up businesses** registered.
- **Social enterprise initiatives** have been created.
- Evidence of...
  - **improved cost-effectiveness**.
  - **service change**.
  - critical **impact on** particular **projects, products and processes** confirmed by independent authoritative evidence, which should be financial where possible.
  - academic work leading to **avoidance of negative outcomes**.
  - **closing** identified **skills gaps**.
- **Sales** of new products/services.
- Business **performance measures** (e.g. sales, turnover/profits, trends in key technical performance measures underlying economic performance or employment associated with new or improved products, processes or services).
- **Licences** awarded and brought to market; market authorisation.
- Demonstrable evidence that **collaborations with industry** (including knowledge transfer partnerships and contracts) lead to e.g. new jobs created or economic growth.
- **Commercial adoption** of a new technology, process, knowledge or concept.
- **Jobs** created or protected.
- **Investment funding raised** for start-up businesses and new activities of existing businesses.
- **Priority shifts in expenditure profiles** or quantifiable **reallocation of** corporate, non-profit or public **budgets**.
- Quantitative data relating, for example, to **cost-effectiveness or organisational performance**.
- Qualitative **feedback from partners or participants** in academic projects or attendees at academic events.


Outcome indicators ↑

Output indicators ↓

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# Indicators of Environmental Impact

Beneficiaries are the natural and built environment with its ecosystem services, together with benefitting societies, individuals or groups.

| | | | | |
|---|---|---|---|---|
| CAPACITY BUILDING | CONCEPTUAL CHANGE | CHANGE IN KNOWLEDGE CULTURE | ENDURING CONNECTIVITY | INSTRUMENTAL CHANGE |

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|---|---|---|---|---|---|---|
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## Outcomes

- Improving **awareness and understanding of climate change and its consequences .**
- **Environmental policy** or **planning decisions** are evidence-informed.
- Improved **management or conservation of natural resources** to advance **climate justice.**
- Improved **management of environmental risks** or hazards.
- **Improved** private or public **services to meet** relevant **environmental** policies or **goals.**
- Improvement in **sustainable use of resources** for resilient societies.
- Improved **understanding** of health **risks** to livestock and disease risks to crops **for better health and food security.**
- Improved **built environment infrastructure** including transportation systems and land use.
- The **environment** has been **improved through** the introduction of **new product**(s), **process**(es) **or service**(s); the improvement of existing product(s), process(es) or services; or the **enhancement of strategy, operations or management practices**.
- **Policy debate** on the environment, **environmental policy decisions** or planning decisions have been stimulated or informed by academia and academic evidence.
- Improved **design or implementation of environmental policy or regulation**. E.g. the management or conservation of natural resources, including energy, water and food and/or the management of an environmental risk or hazard.
- **Changes in** environmental or architectural design **standards or** general **practice**.
- Influence on **professional practice or codes**.
- Changes in **practices or policies affecting biodiversity**.
- The **operations** of a business or public service have been **changed to achieve environmental** (green) **objectives**.
- Direct intervention, based on academic evidence, has led to a **reduction in** carbon dioxide or other environmentally damaging **emissions**.
- Increased **understanding of the environmental impact of a product or process** means that it is not adopted by industry.

Outcome indicators ↑

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Output indicators ↓

# Indicators of Environmental Impact

Beneficiaries are the natural and built environment with its ecosystem services, together with benefitting societies, individuals or groups.

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|---|---|---|---|---|
| CAPACITY BUILDING | CONCEPTUAL CHANGE | CHANGE IN KNOWLEDGE CULTURE | ENDURING CONNECTIVITY | INSTRUMENTAL CHANGE |

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## Outputs

- Sales of **new** products, **or improvements in** existing **products**, **that bring quantifiable environmental benefits**.
- Stimulation of **public debate and awareness on the environment.**
- **Provision of information** to civil and civic societies.
- New/improved **technologies or processes to reduce pollution** and/or the impact of pollutants.
- New **product**(s), **process**(es) or **service**(s); the **improvement** of existing product(s), process(es) or services; or the enhancement of **strategy**, **operations** or **management practices aimed at improving the environment**.
- New **methods, models, monitoring or techniques** have been developed that have led to changes or benefits.

Outcome indicators ↑

Output indicators ↓

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# Indicators of Health and Wellbeing Impact

New drugs and treatments, therapies, education and training, public awareness, and access to health care provision.

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|---|---|---|---|---|
| CAPACITY BUILDING | CONCEPTUAL CHANGE | CHANGE IN KNOWLEDGE CULTURE | ENDURING CONNECTIVITY | INSTRUMENTAL CHANGE |

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|---|---|---|---|---|---|---|
| CULTURAL IMPACT | ECONOMIC IMPACT | ENVIRONMENTAL IMPACT | HEALTH AND WELLBEING IMPACT | LEGAL IMPACT | POLICY IMPACT | SOCIAL IMPACT |

## Outcomes

- Better **public** (national and international) **health and wellbeing outcomes** due to new or improved interventions, services, drug/ treatments/therapies, diagnostic or medical technologies, care practices or processes.
- Improved **health and wellbeing at an individual level.**
- **Public awareness of a health risk or benefit** has been raised.
- Reduced inequalities in **health status** and **health and social care utilisation** through information and policies targeting vulnerable/ disadvantaged groups.
- Increased **efficiency in the delivery of public health and social services**, as well as health-related interventions and services delivered by NGOs and others in the community.
- **Decisions by public, private and voluntary stakeholders** informed by academic evidence.
- **Improved quality of life** due to improved health and wellbeing services/interventions, products or processes.
- **Reduction in costs and delays** for treatments, interventions, practices, and processes due to newly developed or improved alternatives (e.g. new treatments, interventions, drugs, devices or diagnostics).
- **Patient health outcomes** have improved through, for example, the availability of new drug, treatment or therapy, diagnostic or medical technology, changes to patient care practices, or changes to clinical or healthcare guidelines.
- **Public health and quality of life** has been enhanced through, for example, enhanced public awareness of a health risk, enhanced disease prevention or, in developing countries, improved water quality or access to health and social care.
- **Decisions by a health service or regulatory authority** (to take, or not to take action) have been informed by academia.
- Development of **policy and practice** with regard to medical ethics, health services or social care provision.
- Increase in number of **individuals engaging in healthy lifestyles**.

Outcome indicators ↑

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Output indicators ↓

# Indicators of Health and Wellbeing Impact

New drugs and treatments, therapies, education and training, public awareness, and access to health care provision.

| | | | | |
|---|---|---|---|---|
| CAPACITY BUILDING | CONCEPTUAL CHANGE | CHANGE IN KNOWLEDGE CULTURE | ENDURING CONNECTIVITY | INSTRUMENTAL CHANGE |

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|---|---|---|---|---|---|---|
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## Outputs

- Measures of **improved clinical outcomes**, **public behaviour** or **health services** (lives saved, reduced infection rates).
- A **new clinical or lifestyle intervention** (e.g. drug, diet, treatment or therapy) has been developed, trialled with patients/users, related or other groups (e.g. community samples), and definitive (positive or negative) outcome demonstrated.
- A new **diagnostic or clinical technology** has been adopted.
- Proof of **changes in**...
    - **care and educational practices** informed by academia.
    - **clinical, dietary, health or social care guidelines** informed by academia.
    - **health or social care training guidelines** informed by academia.
- **Disease prevention** or markers of health have been enhanced by academia.
- Mitigation of risks to health or well-being through **preventative or early intervention services and measures.**
- Examples of ...
    - influence or shaping of **relevant legislation**.
    - **improved provision or access to services**.
- Examples or influencing policy or practice leading to **improved take-up or use of services**.
- Increase in **number of participants** enrolled **in clinical and community-based trials.**
- Development or adoption of **new indicators** of health and wellbeing.
- **Qualitative feedback** from patients, users, partners or participants in academic projects or attendees at academic events.

Outcome indicators ↑

Output indicators ↓

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# Indicators of Legal Impact

Improving law enforcement methods, effecting legislative change and improving legal practice and access to justice.


CAPACITY BUILDING | CONCEPTUAL CHANGE | CHANGE IN KNOWLEDGE CULTURE | ENDURING CONNECTIVITY | INSTRUMENTAL CHANGE

CULTURAL IMPACT | ECONOMIC IMPACT | ENVIRONMENTAL IMPACT | HEALTH AND WELLBEING IMPACT | LEGAL IMPACT | POLICY IMPACT | SOCIAL IMPACT


## Outcomes

- A **policy** has been implemented (including those realised through changes to legislation) or the delivery of a public service has changed.
- **Legislative change**, development of **legal principle** or effect on **legal practice**.
- Academic work is used by parliamentarians to develop **proposals for new legislation**, or to assist **scrutiny of legislation** and inform **amendments** to other bills.
- **Forms of regulation**, **dispute resolution** or **access to justice** have been influenced.
- Improvements to **legal and other frameworks** for securing intellectual property rights.

## Outputs

- Example/number of **patents and other IP applications** and award of commercialization **support grants** to develop products or services.


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# Indicators of Policy Impact

Informing, influencing and improving decision-making by government and public bodies, NGOs and in the private sector.


CAPACITY BUILDING | CONCEPTUAL CHANGE | CHANGE IN KNOWLEDGE CULTURE | ENDURING CONNECTIVITY | INSTRUMENTAL CHANGE

CULTURAL IMPACT | ECONOMIC IMPACT | ENVIRONMENTAL IMPACT | HEALTH AND WELLBEING IMPACT | LEGAL IMPACT | POLICY IMPACT | SOCIAL IMPACT


## Outcomes

- Policy decisions or changes to **legislation, regulations or guidelines** have been **informed by academic evidence**.
- A **policy** has been implemented (including those realised through changes to legislation) or the **delivery of a public service** has changed.
- Policy and related **budget decisions**, **changes to legislation**, **regulations, guidelines, or funding** are evidence-informed.
- Revised educational **curricula**, across all levels, **informed by new knowledge.**
- Academia stimulates **critical public debate** that leads to the non-adoption of policy.
- **Policy debate** has been **stimulated or informed by academic evidence**, which may have led to confirmation of policy, change in policy direction, implementation or withdrawal of policy.
- In delivering a **public service**, a new **technology or process** has been adopted or an existing technology or process improved.
- The **quality, accessibility, acceptability or cost-effectiveness of a public service** has been improved.
- (Sections of) the **public** have **benefited from public service improvements**.
- **Risks** to the security of nation states have been **reduced**.
- The work of an **NGO, charitable or other organisation** has been **influenced by the academic work**.
- Academic **recommendations are taken up** by policymakers through **membership of a government advisory committee**.
- Policymakers make **use of academia-based critical evidence synthesis in developing policy**.
- **Government analysts adopt** innovative methodological or approach-based **advice from academics**.
- Academic work is used to change current **processes or services** or identify new services to be provided.
- **Academic work into** the **languages and cultures** of minority linguistic, ethnic, religious, immigrant, cultures and communities **used** by government, NGOs, charities or private sector to understand and respond to their needs.
- Academic work helps to **highlight issues of concern to politics** and contributes to new analysis of existing issues.
- Academic work helps **parliamentarians and staff** to identify **inquiry topics**, shape the **focus** of inquiries, **inform questioning of witnesses**, and underpin **recommendations.**
- Academic work **equips parliamentarians**, their staff, and legislative staff **with** new **analytical or technical skills**, or refreshes existing ones.
- **International policy development** has been influenced by academia.
- **Policy and practice of international agencies or institutions** have been influenced by academia.


Outcome indicators ↑

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Output indicators ↓

# Indicators of Policy Impact

Informing, influencing and improving decision-making by government and public bodies, NGOs and in the private sector.



## Outputs

- **Implementation, revision or evaluation of policies** to improve efficiency, efficacy of public services, products and processes, and government regulation.
- Documented **evidence of use in policy debate.**
- Example/number of ...
    - **commissioned reports or projects** from government departments or agencies.
    - policy briefing papers, practical handbooks and other **grey material** produced for / disseminated to relevant professionals, policy makers, and civic and civil society organisations.
    - **patents** and other **IP applications** and award of commercialization **support grants** to develop products or services.
    - **license agreements** and **revenues** generated as a result of spin-out companies or formal collaborative partnerships between academics and relevant stakeholders.
- **Membership** of a government advisory committee.
- **Qualitative feedback** from partners or participants in academic projects or attendees at academic events.


Outcome indicators ↑

Output indicators ↓

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# Indicators of Social Impact

Informing public debate, stimulating public interest, improving welfare, equality and inclusion, quality of life and opportunities.


CAPACITY BUILDING | CONCEPTUAL CHANGE | CHANGE IN KNOWLEDGE CULTURE | ENDURING CONNECTIVITY | INSTRUMENTAL CHANGE

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## Outcomes

- Stimulation or informing of **public debate or interest.**
- Greater **awareness of the public's role and responsibility** in contributing to solving social challenges.
- **Increased confidence of the general public** to address issues affecting them.
- **Exchange of public tacit knowledge** to inform new or improved **products, services and processes.**
- Improved **quality of life** through improved **access to services.**
- Local, regional or national **development and regeneration plans.**
- New **processes** for responding to public research needs and partnerships.
- Improved **human performance** due to new or changed technologies or processes.
- Improved **social welfare, equality, social inclusion**; improved access to justice and other opportunities (including employment and education).
- Engagement with academia has enhanced policy and practice for securing **poverty alleviation**.
- Influential contributions to **campaigns** for social, economic, political and/or legal change through engagement with civil society groups.
- Changes to **social policy** have been informed by academic work and/or have led to improved **social welfare, equality or social inclusion**.
- Academic work has contributed to **community regeneration or development**.
- Improved social and educational **inclusion of marginalised groups** in any given context, for example developing countries.

## Outputs

- Documented evidence of **changes to social policy**.
- Demonstrate a **contribution to social cohesion, health and well-being.**
- Demonstrate a **link to** wider **local and national priorities.**
- Demonstrable evidence that **collaborations with societal stakeholders** (including knowledge transfer partnerships and contracts) lead to e.g. expanding or strengthening networks or changes in social policy.
- **Publication** figures both in the Netherlands and abroad, **audience or attendance** figures (including demographic data where relevant), **broadcasting data** and other forms of media, **download figures**, or **database and website hits** over a sustained period.
- **Qualitative feedback** from partners or participants in academic projects or attendees at academic events.


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# How to specify your indicators; *defining SMART outputs and outcomes*

We deliberately did not specify indicators for activities (the hands-on practical activities that your project can do) as there could be a wide range of activities contributing to outputs and/or outcomes.

Once you have defined your goals and objectives, you may want to refine them to fit your context, needs, and possibilities. Applying the SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound) to assess each indicator will ensure that your indicators are clear, quantifiable, realistic, and aligned with your available time frame for monitoring and evaluation.

**S** Does your indicator have a clear, well-defined focus? Does it include the what, why, and how you measure progress?

**M** What are your targets, milestones, and specific criteria? Do you have a baseline, a comparison? Are you able to quantify this data?

**A** Balance ambitions with realism and consider the feasibility of collecting data. Are your chosen sources accessible and reliable?

**R** Is the chosen indicator relevant to your goals and broader objectives? Is it appropriate and meaningful within your context?

**T** What is your time frame for measurement? What is the start- and end point? When was/is this data made available?

View examples

# Examples *of SMART indicators*

OUTCOME indicators show the (expected) change/effect.

*[%]* of *[group/population]*
reached by *[actions/solution]*
who/that *[change (in behaviour, knowledge, attitude)]*
within *[time frame].*

"Changes in **behaviours by the targeted audience**, including the extent to which a **concept is adopted or attitude has changed.**"

*Half* of the *IT professionals* who have attended a *well-being training session* demonstrate improved understanding of work-life balance by *reducing their computer use* outside of working hours *within six months*.

"The **operations** of a business or public service have been **changed to achieve environmental** (green) **objectives.**"

A *20% increase* of *renewable energy use in the upcoming 3 years*
in rural areas of the Netherlands where the *research-informed policy reform*
was introduced.

OUTPUT indicators specify the immediate result, often the delivery of necessary results or interventions.

*[#]* of *[activity/product/solution]*
that are delivered/distributed/accessed (...)
for or by *[group/population]*
during *[time frame].*

*[#]* of *[group/population]*
who interact with *[activity/product/solution]*
in *[time frame].*

"Number/examples of **training**."

*Five well-being training sessions* delivered for I*T professionals* in the organisation *per quarter.*

"Stimulation of **public debate and awareness on the environment**."

Conduct *3* policy *dialogue events*
with *local government officials and the Ministry of Economic Affairs and Climate Policy*
by the *end of next year*.

# Notes

*(Type in the boxes below)*

*Your (planned or realised) impact:*

*Your outcomes:*

*SMART outcome indicators:*

*Your outputs:*

*SMART output indicators:*

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**Select page 22 in the printing dialog for this page only .*

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# References

**This document contains a combined selection of impact indicators from the following resources:**


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# Colophon

This list of impact indicators was put together for academics and research units who want to indicate how their academic work relates to society.
This list is a non-exhaustive, broad summary of indicators intended to help understand outputs and outcomes in relation to an intended societal impact.

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