CAPTURING IMPACT OF RESEARCH

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eifl webinar
4th May 2017
Impact is defined as ‘*a demonstrable effect, change or benefit beyond academia*’. It includes, *but is not exclusive to*, influences on, or changes to:

- Policy
- People/capacity-building
- The economy
- Professional practice
- Culture
- Society, health and well-being
- Industry/business
- The environment
Key points about impact

- is academic endeavour *beyond* the traditional research outputs

- is evidence (demonstrable) of robust engagement with users → STRESS!

- Impact worth 20% in REF 2014; expected to increase in future REFs

- academics don’t do impact, they do activities
  (that may be impactful – hopefully)
Key points about impact

- is not linear, it is a process
- there is no end-point
- it is not off-the-shelf, you have to find it sometimes…
- every repository’s nightmare
Key points about impact

- it is personal, but it is also a team effort

- sometimes comes from academic events…

- it is not new but we’ve forgotten this

- is now part of your personal academic development in most organisations…
Government and funding organisations generally expect researchers to be aware of the potential difference their research could make, and to be able to articulate the means by which impacts could be generated.

Currently, impact is defined as ‘a demonstrable effect, change or benefit, beyond academia’. It includes, but is not exclusive to, influences on, or changes to:

- Policy
- People/capacity-building
- The economy
- Professional practice
- Culture
- Society, health and well-being
- Industry/business
- The environment

This is the definition you should principally keep in mind, but you should also remember that impact can take place within academia (for example through teaching, building curricula, mentoring). This kind of impact is often a precursor to impact beyond academia, and documenting it is just as important as the recording of impacts in the wider world.

Impact can stem from publications, conferences and traditional dissemination as well as from Knowledge Exchange (KE), the transfer of knowledge, expertise and skilled people between the research environment and user communities, including the general public. Think about the conversations that could lead to collaboration, effective KE, influencing a process. Think about tracking where your research may have been used to influence or creating a change and where it could go in future.
Use the following questions as a guide to formulating your Personal Impact Plan, a personal, iterative document which you should revisit as and when required: as your project(s) are developing.

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>What is the ultimate objective of your research?</td>
<td>Go on, be honest, why do you do what you do? This can be as big as it possibly can. Think about what is known or is happening currently – or not known or happening – that your research could potentially change.</td>
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<tr>
<td>Who might benefit from or deliver the change?</td>
<td>For example, audiences, beneficiaries, stakeholders.</td>
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<td>Would your research beneficiaries gain anything from talking to you or knowing about your work?</td>
<td></td>
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<tr>
<td>What do you want from the likely beneficiaries/intermediaries of your work?</td>
<td>For example, views, experiences, requirements, feedback.</td>
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How can you engage effectively with them? What language or channel is appropriate?

Such as collaboration, consultation, membership of expert panels, advisory roles, public talks, public engagement, festivals of science, policy events or briefings, media dissemination, strategic social media, business breakfasts, secondments, placements, training, patents, licensing, co-authorship, funding, Explorathon, European Researchers’ Night, Glasgow Science Festival, exhibitions, co-production.

What will they potentially gain or miss out on through the engagement or not engaging?

Policy, capacity, economical, practice, culture, societal, health, well-being, environmental benefits or detriments.

How might you document any change or influence?

For example letters of support from external partners, minutes, meeting agendas, flyers, metrics of website/articles/blog posts/tweets/social media, statements, feedback, endorsements, video/radio clips, press releases, acknowledgements, citations.

Please use the above questions to elaborate on your academic impact, if appropriate.
The system

Awards & Funders
Staff Details

Take feeds from (as per current Enlighten)

IMPACT

Send data to / Export

P&DR
Staff Profiles
Impact Case Study Template
Excel Exports

Link to

PUBLICATIONS ON ENLIGHTEN
OTHER STUFF ON WEB

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### Item Type

- **Article**
  An article in a journal, magazine, newspaper. Not necessarily peer-reviewed. May be an electronic-only medium, such as an online journal or news website.

- **Knowledge Exchange & Impact**
  Activity details and evidence records.

- **Book Section**
  A chapter or section in a book.

- **Book Review**
  A book review.

- **Monograph**
  A monograph. This may be a technical report, project report, documentation, manual, working paper or discussion paper.

- **Conference or Workshop Item**
  A paper, poster, speech, lecture or presentation given at a conference, workshop or other event. If the conference item has been published in a journal or book then please use “Book Section” or “Article” instead.

- **Book**
  A book or a conference volume.

- **Thesis**
  A thesis or dissertation.

- **Patent**
  A published patent. Do not include as yet unpublished patent applications.

- **Artfact**
  An artist’s artefact or work product.

- **Show/Exhibition**
<table>
<thead>
<tr>
<th>Details</th>
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<tbody>
<tr>
<td>Creators</td>
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<td></td>
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<tr>
<td>Parr, H</td>
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<tr>
<td>Official URL</td>
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<tr>
<td><a href="http://www.geographiesofmissingpeople.org.uk/">http://www.geographiesofmissingpeople.org.uk/</a></td>
<td></td>
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<tr>
<td>Description of Activity</td>
<td>An interview with people who had returned after going missing, which provided invaluable insight into their thoughts and motivations and what happened to them while they were absent, which powerfully convey the emotional and physical experience of being missing.</td>
<td></td>
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</tr>
<tr>
<td>Description of Evidence</td>
<td>Media, presentation and publications, see <a href="http://www.geographiesofmissingpeople.org.uk/outputs/">http://www.geographiesofmissingpeople.org.uk/outputs/</a></td>
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<tr>
<td>Internal Collaborators</td>
<td>Department of Social Science</td>
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<tr>
<td>External Collaborators</td>
<td>Police Scotland, University of Dundee</td>
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<tr>
<td>Engagement</td>
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<tr>
<td>Engagement Activity</td>
<td>Nature of Engagement</td>
<td>Month</td>
<td>Year</td>
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<tr>
<td>Event with public</td>
<td>Concluded</td>
<td>Feb</td>
<td>2014</td>
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<tr>
<td>Event with practitioners</td>
<td>Concluded</td>
<td>Jun</td>
<td>2014</td>
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<tr>
<td>Area of potential impact</td>
<td>Health, wellbeing, welfare, Public policy, governance, services</td>
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<td>P&amp;D/DR Link</td>
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<td>Yes</td>
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<td>Web Link</td>
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<td>Yes</td>
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<tr>
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<td>Documents</td>
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THANK YOU

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