



Capturing and utilising information on the impact of research

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Repository Fringe

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Impact...

- is academic endeavour *beyond* the traditional research outputs
- is evidence (demonstrable) of robust engagement with users
- was worth 20% in REF 2014; expected to increase in future REFs but no less than 20% → **STRESS!**
- not 'done' by academics -- they do the activities (that may be impactful, hopefully!)

Impact...

- is *not* linear; it is a process
- has no 'end-point'
- is *not* off-the-shelf; you have to find it sometimes...
- Is every repository's nightmare...

Impact...

- is personal, but is also a team effort
- sometimes comes from academic events...
- is *not* new but we've forgotten this!
- is now part of your personal academic development in most organisations...



Finally, some consensus:

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Collecting Research Impact Evidence Best Practice Guidance for the Research Community
Vertigo Ventures and Digital Science | June 2018

Guidance on the types of evidence that could be collected

In the following table we explore the advantages and disadvantages of different impact evidence types and provide the types of contextual evidence that may support each type. As we have mentioned previously each piece of impact evidence is only as strong as the narrative.

Evidence Types	Guidance	Advantages	Disadvantages	Related evidence
Awards	<ul style="list-style-type: none"> Include comments from competition judges and other experts demonstrating how the research led to recognition from stakeholders. 	<ul style="list-style-type: none"> Awards and other recognition show best performance following direct comparison with other similar projects. 	<ul style="list-style-type: none"> There needs to be clear evidence that the awards are as a result of the research. Additional information may be needed to show that the research improved standards to award-winning levels. 	<ul style="list-style-type: none"> Comments from awarding bodies Testimonials from those on the judging panels.
Commercial impact	<ul style="list-style-type: none"> These should be independent and within the relevant time frame. It should be clear how the research led to changes in valuations. Evidence about spin-outs should show that the companies are commercially active not only their registration, for example sales revenue, investment raised or numbers of employees. 	<ul style="list-style-type: none"> Demonstrates the value that the research has accumulated. Sales revenues or investment gains also show impact whereas the registration of companies and agreements to work with industry without actual sales should be considered outcomes. 	<ul style="list-style-type: none"> It may not be clear how this directly links to the research without additional testimonials or other qualitative evidence. 	<ul style="list-style-type: none"> Intellectual property records specifically that the research lead to the creation of the business. Testimonials from company founders. Changes in revenue or investment. Change in number of jobs. Investment gained. Reports about research projects undertaken and the results.
Numbers qualifying in new skills	<ul style="list-style-type: none"> Using the statistics about those gaining new qualifications can show impacts on professional ability or capability. 	<ul style="list-style-type: none"> It is relatively cheap collect this data for example one can survey alumni or use online tools such as LinkedIn. 	<ul style="list-style-type: none"> A survey will only give a sample of responses. It may be difficult to attribute changes to one research piece or training programme. 	<ul style="list-style-type: none"> Testimonials. Comparisons with control groups who did not have access to the training.
IP- Patent, licences	<ul style="list-style-type: none"> Patents can be used as proof of the innovative nature of research while licenses/ sales show the commercial viability of the offer. 	<ul style="list-style-type: none"> These may show how innovative the research is. 	<ul style="list-style-type: none"> They do not show whether the innovation has been exploited and therefore actually made a difference. Attribution may be difficult. 	<ul style="list-style-type: none"> Evidence of funding to support exploiting the research. Evidence of increases in sales.
Legal	<ul style="list-style-type: none"> Changes to legislation as a result of research or researchers' advice. 	<ul style="list-style-type: none"> Changes to the legal process or regulations can have a wide impact. 	<ul style="list-style-type: none"> Further evidence may be needed to show the difference made e.g. increase in prosecutions and/or fewer accidents. 	<ul style="list-style-type: none"> Further stakeholder reports about the impact of the legal changes. Testimonials relating the research to the changes.
Media	<ul style="list-style-type: none"> The best examples are those mentioning or directly linking the research to a change. Media coverage could also show how research has informed public debate. Focus on the beneficiary. 	<ul style="list-style-type: none"> This can show how awareness about a topic has been raised. Media coverage can also show how research has informed public debate. 	<ul style="list-style-type: none"> This does not show what has changed as a result of this awareness. Some stories may be seen as sensationalist. 	<ul style="list-style-type: none"> Quantitative reports e.g. market data showing increase in purchases of technology.



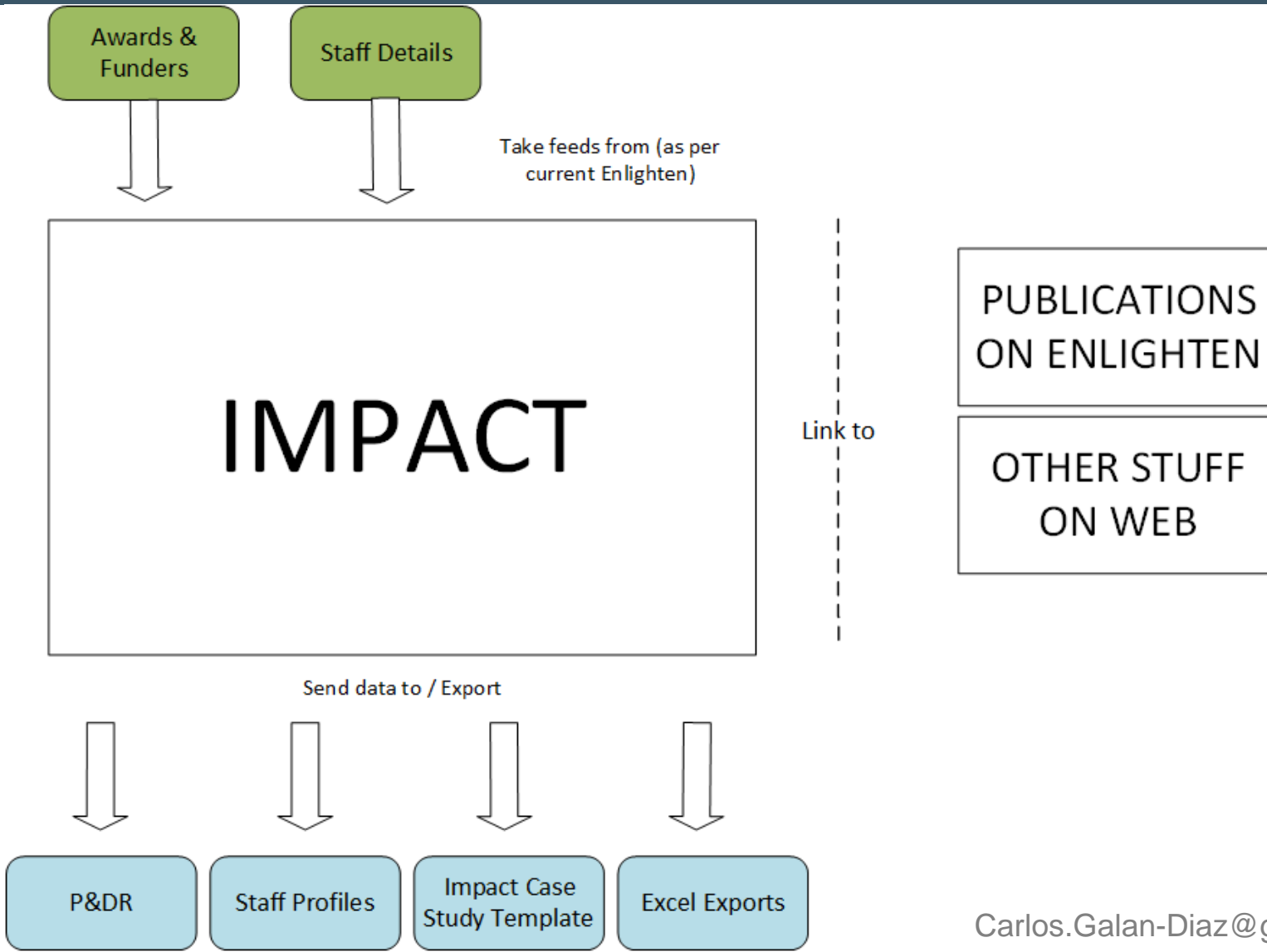
Where are we at?

Evidence Types	Guidance	Advantages	Disadvantages	Related evidence
Public policy	<ul style="list-style-type: none"> Documentation directly mentioning research's contribution specifically or a series of documents showing a change as a result of researchers' advice. 	<ul style="list-style-type: none"> Public policy changes could have wide-reaching impacts for example on a wide geographical region or large population. 	<ul style="list-style-type: none"> It may be necessary to show how the policy changes are adopted and the difference this makes. Challenges in creating impact maybe due to political environment. 	<ul style="list-style-type: none"> Further reports about the impact of the legal changes. Testimonials relating the research to the changes. Petitions data. Campaigns data.
Practice Guidelines	<ul style="list-style-type: none"> Provide a narrative that shows that research informed guidelines. 	<ul style="list-style-type: none"> The professional body offering the guidelines is often well respected and has a robust process e.g. National Institute for Clinical Excellence. This can also be a good way to show the prevention of risky activity or behaviour. 	<ul style="list-style-type: none"> The guidelines may not be followed in practice. 	<ul style="list-style-type: none"> Data showing the take up of the guidelines in practice.
Reports published by organisations e.g. company report, statistical report	<ul style="list-style-type: none"> These should be from an independent body, directly mentioning the research and how it has affected stakeholders. Where reports mention audience figures it is helpful to also have evidence showing the difference made to the audience. 	<ul style="list-style-type: none"> These are independent and may include useful quantitative descriptions. 	<ul style="list-style-type: none"> They may not specifically show what difference the specific research has made. 	<ul style="list-style-type: none"> Testimonials may be needed to describe the link between the reported impacts and the research.
Social media	<ul style="list-style-type: none"> Statistics on viral spread, followers, impressions or shares can help to show engagement with a particular topic with a specific audience. 	<ul style="list-style-type: none"> This can show how awareness about a topic has been raised or informed public debate. 	<ul style="list-style-type: none"> This does not show what has changed as a result of this awareness. Maybe seen as shallow. 	<ul style="list-style-type: none"> Quantitative reports e.g. market data showing increased purchases of technology.
Testimonials	<ul style="list-style-type: none"> These should be from an independent, well-respected figure, directly mentioning the research work and how it has affected them. Where possible, the statement could include quantitative examples of impact. 	<ul style="list-style-type: none"> These can show specifically how the research led to the impact. 	<ul style="list-style-type: none"> Ideally these should be from senior figures in organisations. These can be seen as inherently biased in favour of the researcher. 	<ul style="list-style-type: none"> Quantitative reports showing the difference made.
Web Links	<ul style="list-style-type: none"> The best examples of the use of web links are where they are independent, and there is meta-data showing their reach, for example in-page visits. 	<ul style="list-style-type: none"> Web links can show how effective public engagement has been. They may also be easy to find. 	<ul style="list-style-type: none"> They do not show what actions have been taken as a result of increased awareness. 	<ul style="list-style-type: none"> Meta-data about the numbers of views and potentially any purchasing data or data showing take up of specific activities.

Collecting Research Impact Evidence Best Practice Guidance for the Research Community
Verigo Venables and Digital Science | June 2016



The system





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.

Artefact
An artist's artefact or work product.

Show/Exhibition



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★ Item ?

Activity

Evidence

Description of Activity ?

Description of Evidence ?



Lead Glasgow Academic(s) ?

	Family Name	Given Name / Initials	Email	GUID	
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Collaboration

Internal Collaborators:	1.	<input type="text"/>	▼ ?
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External Collaborators:	1.	<input type="text"/>	▼ ?
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Impact and EPrints

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Item Type: Knowledge Exchange & Impact

Impact Snapshot [Edit Item](#)

Authors: [Dalglish, C](#)

Project Code	Award No	Project Name	Principal Investigator	Funder's Name	Funder Ref	Lead Dept
g666	1	Transforming Practice: interdisciplinary research into the philosophies, methods and impacts of the ways in which we value landscape	Christopher Dalglish	Royal Society of Edinburgh (RCV_SOC_ED)	UNSPECIFIEDHU -	ARCHAEOLOGY

Brief summary of research: The historical research for Phase I focused on the Scottish Highlands and on its historical links to the Caribbean and this research was linked to the present-day situation in the Highlands to provide a foundation for the impact activities detailed in the next section. In Phase II, which will build on the success of Phase I and be more ambitious, the research will concern: the history of Highland communities and landscapes and of Highland diaspora communities in the Caribbean, India and Canada; and the links between this history and present-day problems in the Highlands and rural Canada (Nova Scotia). A larger programme of impact activities will be delivered in the Highland and Argyll & Bute areas (led by Dalglish) and in Nova Scotia (led by Kehoe). • A special issue of the journal Northern Scotland (a collection of papers by project contributors, edited by Dalglish and Kehoe and containing a joint paper by Dalglish & Kehoe). The journal has agreed to publish this special issue (in 2017) and papers are currently being submitted for peer review.

Would additional funding or support, such as the Glasgow KE & Impact fund or the Impact Acceleration Accounts, assist your knowledge exchange and/or impact activities: No

Other: No

Please select: Policy influence or change, Professional practice influence or change

Other: Public awareness

Organisation	Person's Name	Position
Highlife Highland	Graham Watson	Head of Resources
Highland Archive Service	Alison Mason	Head Archivist
Highland Council	David Alston	elected Member
National Library of Scotland	Chris Fleet	Senior Map Curator
SCRAN (Historic Scotland)	Andrew Nienli	Development Manager
SCRAN (Historic Scotland)	Jackie Sangster	Education Manager
Inver Gordon Academy	UNSPECIFIED	UNSPECIFIED
Inverness Royal Academy	UNSPECIFIED	UNSPECIFIED

Unspecified fields: [Print](#), [Editor](#), [Committee Chair](#), [Advisory Panel](#), [Other](#), [Engagement](#)

Documentation [Edit Item](#)

Documentation Link: <https://www.he/b0t4gpprUfE>, <https://www.facebook.com/landscapesandlifestyles/>, <http://www.landscapesandlifestyles.com>, <http://gpc.nls.uk/maps/dev/walkingtour/>

WHAT INFORMATION OR DOCUMENTATION MIGHT BE ABLE TO PROVIDE EVIDENCE OF THIS INFLUENCE OR CHANGE? Testimonies from non-academic partners, including factual statements regarding the use of project outputs and assessments of the project's impact Use of project-produced information/materials by non-academic partners in their own output (online and print form) Media coverage

Format: Text. **Language:** English. **Visible to:** Anyone.

Document: Text

- TEMPLATE_Dalglish.docx

Public Information [Edit Item](#)

PAGE Link: No

Web Link: No

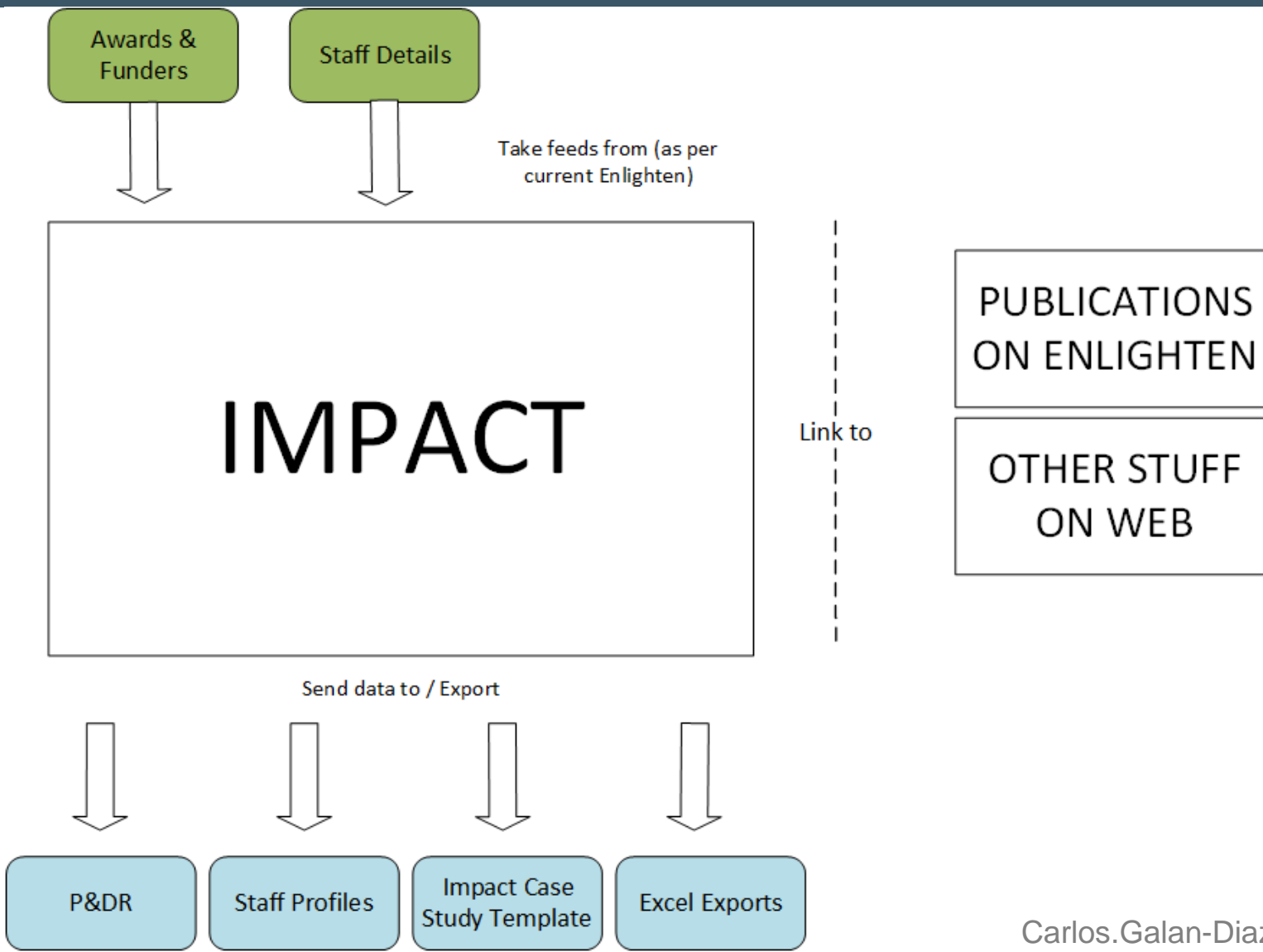
Other defined fields

Item ID: 117786

Revision: 15

Item Status: Live Archive

Depositing User: [Ms Ross-Martin Barlow](#)





Final push:

- Intuitive GUI so that recording activity (and potential evidence) is not ‘an admin task’ but belongs to the academic
- Share with community: embed in professional development planning, and in higher-level impact monitoring processes



Thank you for your attention

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