A thought to ponder . . .

How do you know if your work is having the impact you want?
Mission: To work collaboratively with University of Arizona’s faculty, researchers, scholars, and practitioners, and in partnership with our communities, to ensure that equitable participation and the greatest possible societal impact of UArizona research is realized.

https://impact.arizona.edu
Today’s Agenda

- Introduction to Evaluation
- Key Evaluation Tools
- Break
- Tools for Societal Impact Evaluation
- Impact Categories
- Impact Evaluation Examples
- Activity
- Wrap-Up
- Networking
Section 1: Introduction to Evaluation Concepts & Key Tools
What is evaluation?

Evaluation is:

- A set of approaches and techniques used to make judgments about the effectiveness or quality of a program or intervention
- Used to improve a program’s effectiveness and to inform decisions about its design, development, and implementation
Why do evaluation?

► Evaluation generally provides information that can guide the project, suggest how it might be improved, and provide evidence to demonstrate whether it worked as intended.

► The primary purpose of evaluation is to assess and/or improve the merit, value, or effectiveness of a program or project and to advance the field by deriving lessons for funders, policymakers, or practitioners.
Evaluator responsibility

The evaluator is responsible for assessing the implementation of project activities and documenting the success of the project in relation to its goals and expected outcomes.
Who wants it?

- Evaluation studies are typically conducted for clients and in collaboration with various stakeholders who are invested in improving or assessing a particular event, program, or activity.

- Public and private funders represent a primary audience for evaluation findings, so when writing a funding proposal, you should know exactly what they require or expect.

- Other stakeholders might typically include your internal project team; staff and administrators at your institution; your project’s participants or consumers; colleagues in your field; colleagues in tangential fields; and future collaborators.
Research vs. Evaluation

► Evaluation is not research
► The purpose of research is to generate new knowledge, while evaluation is about making evaluative claims and judgments that can be used for decision making and action
► Evaluators and researchers often work collaboratively to fully characterize a program and its impacts
Research vs. Evaluation

- Research generally asks ‘how’ and ‘why’ questions.
- Evaluation generally asks ‘did’ or ‘did not’ and ‘to what extent’ questions.
Making soup analogy

**Research:** How does the flavor of the soup change if I use different ingredients? What happens to the texture of the soup if I cook it at a different temperature?

**Evaluation:** Did they use appropriate procedures and methods when cooking the soup? Did they consider the proper ingredients when planning the recipe?
Do I need to include evaluation?

- If you’re writing a proposal that includes activities meant to achieve a societal impact, you’ll likely need to include some form of project evaluation in your proposal.

- Be sure to read the funder solicitation carefully to know what the specific evaluation requirements are for the proposed project.
What does the funder require?

It is important to understand what type of evaluation/evaluator is required:

- Internal to the project
- Through an external advisory board function
- External to the project
- External to the organization
Types of evaluation

 ► **Process or implementation evaluation**
   determines whether program activities have been implemented as intended

 ► **Outcome or effectiveness evaluation**
   measures program effects in the target population by assessing the progress in the outcomes or outcome objectives that the program is to achieve
**Stages of evaluation**

- **Front-End** – done for the purposes of planning a project or intervention

- **Formative** – evaluation that happens while the project or intervention is occurring to help to make improvements

- **Summative** – end of project evaluation that documents effectiveness and outcomes, typically used to help decide whether a program should be adopted, continued or modified. Summative evaluations are also used to inform the field.
Culturally responsive evaluation

► A culturally responsive evaluation attempts to fully describe and explain the context of the program or project being evaluated. Culturally responsive evaluators honor the cultural context in which an evaluation takes place by bringing needed, shared life experience and understandings to the evaluation tasks at hand.

► Evaluation is based on an examination of impacts through lenses in which the culture of the participants is considered an important factor, thus rejecting the notion that assessments must be objective and culture free, if they are to be unbiased.

► Having an evaluator or a team of evaluators that is culturally sensitive to the program environment will ensure that cultural nuances—large and small—will be captured and used for interpreting progress and summative evaluations.
Getting started

Talk with your evaluator early while developing the proposal so that they understand (and can help you craft) your goals and objectives before drafting an evaluation plan. Evaluation planning is collaborative!

Make sure that your evaluation plan is tailored to your proposed activities and intended outcomes.
A strong evaluation plan includes:

► Carefully crafted, relevant overall evaluation questions
► A detailed data collection plan that is coordinated with project activities
► A thoughtful project logic model
► A plan for reporting and dissemination of findings
► A bio for your evaluator so that reviewers know who’s on your team and what makes them uniquely qualified to carry out the evaluation of the project
Evaluation planning

A strong evaluation plan should include a clear description of:

- What data will be collected
- From what sources
- How, by whom, and when
- How the data will be analyzed
Presenting your evaluation plan

Items that can make your evaluation plan at the proposal stage even stronger include:

► A table that maps out the evaluation questions to the data collection plans. This can save space by conveying a lot of information in a table instead of in narrative form.

► Combining the evaluation plan and project timelines so that the reviewers can see how the evaluation will be coordinated with the project and offer timely feedback.
Key Evaluation Tools & Definitions
Logic modeling

**Situation** – what are the particular conditions to consider as you are planning this project

**Priorities** – what are the most important aspects to incorporate into this project

**Outputs** – who is participating, what is being implemented, what is produced

Participants
Activities
Products

**Outcomes** – what is achieved or changed

Short-term
Medium-term

**Impact(s)** – Long-term, overarching goal.

May not be achieved within the scope of the project)
Program Action – Logic Model

**Inputs**
- What we invest
  - Staff Time
  - Volunteer hours
  - Planning Time
  - Money
  - Knowledge Base
  - Expertise
  - Materials
  - Equipment
  - Space
  - Technology
  - Partners

- Who we reach
  - Existing Contributors
  - New Contributors
  - Clients
  - Educators
  - GLAMs
  - Decision-makers
  - Consumers

- What we do
  - Develop products, curriculum, resources
  - Deliver content and services
  - Conduct workshops, and meetings
  - Train
  - Counsel/Advise
  - Facilitate
  - Partner
  - Disseminate/Work with media

- What we create
  - Plans
  - Event Documents
  - Topic Areas
  - Pages
  - Articles
  - Templates
  - Satisfaction
  - Fun
  - Community Networks

**Outputs**
- Participants
- Activities
- Direct Products

**Outcomes - Impact**
- Short-term
- Intermediate
- Long-term

**Evaluation**
- Identification
- Design
- Implementation
- Completion/Follow-up

**Assumptions**

**External Factors**

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## Sample evaluation table

Evaluation Question: [state evaluation question, add rows as needed for additional evaluation questions and related indicators]

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data Source &amp; Collection Method</th>
<th>Timing</th>
<th>Analysis</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>[what will be measured – ideally there will be more than one indicator per evaluation question]</td>
<td>[where the data will come from and how it will be obtained]</td>
<td>[when the data will be collected]</td>
<td>[how the qualitative and quantitative data will be transformed and summarized into usable information]</td>
<td>[procedures for using findings to answer the evaluation questions and reach evaluative conclusions]</td>
</tr>
</tbody>
</table>

eval-ate.org
Determining evaluation questions

Evaluation Questions:

► Overarching questions about your project’s quality or impact
► The number of questions depends on the scope and purpose of the evaluation; 3 to 7 questions is typical
► Questions should address both project implementation and outcomes
What will be measured?

Indicators:

► Specific pieces of information about an aspect of a project.
► Basically, what will be measured in order to answer the evaluation questions.
► It is useful to use multiple indicators to address an evaluation question, including both quantitative and qualitative data.
Where will you find evidence?

Data Sources:

► Entities from which data will be collected.
► Typical sources might include project staff, students/participants, faculty, project partners, institutional records, project records, project artifacts, website statistics.
How will you collect data?

Data Collection Methods:

- The means by which information will be gathered
- Typical methods might include surveys, focus groups, interviews, observations, document review, and database queries.
Who will collect and analyze data?

Responsible Parties:

► The individuals or organizations tasked with collecting, analyzing and interpreting the needed information.

► This often requires cooperation among multiple entities.
When does evaluation happen?

**Timing:**

- Identifies when and how frequently data will be collected.
- For example, at events, annually, quarterly.
- Discussing the timing is important so that reviewers can see that data collection takes place when needed for reporting and decision-making purposes.
- It also lets reviewers see that the data collection schedule is appropriate in the context of other project activities.
How is the data used?

Analysis Plan:
► Describes how the data, both quantitative and qualitative, will be summarized into meaningful, usable information

Interpretation:
► How the analyzed data will be used to reach conclusions related to the evaluation questions.
**EXEMPLARY**

**Evaluation Question:** To what extent are students using education pathways established by the project?

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data Source and Methods</th>
<th>Responsible Party</th>
<th>Timing</th>
<th>Analysis</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of high school students enrolled in the college’s wind energy technology courses</td>
<td>Institutional data</td>
<td>Project director obtains from institutional research office</td>
<td>End of each semester</td>
<td>Counts</td>
<td>Comparison with project target of 10 per semester</td>
</tr>
<tr>
<td>Percentage of dual-enrolled high school students who intend to pursue wind technology degrees or certificates</td>
<td>Survey of dual-enrolled students</td>
<td>External evaluator develops survey and conducts analyses; faculty administer survey</td>
<td>End of each semester</td>
<td>Descriptive statistics, disaggregated by demographic characteristics</td>
<td>Comparison with project target of 60% or more, with one-third or more from underrepresented minority groups</td>
</tr>
<tr>
<td>Students’ perceptions of what affects their education or career interests</td>
<td>Focus group with</td>
<td>External evaluator</td>
<td>End of each spring semester</td>
<td>Inductive coding to determine factors that increase or suppress interest in wind technology</td>
<td>Identify which, if any, factors can be influenced by the program</td>
</tr>
<tr>
<td>Percentage of students who began has dual-enrolled who graduate with wind technology degrees or certificates</td>
<td>Institutional data</td>
<td>Project director obtains from institutional research office</td>
<td>End of each semester after first cohort is eligible to receive degree or certificate</td>
<td>Descriptive statistics, disaggregated by demographic characteristics</td>
<td>Comparison with project target of 40% or more, with one-third or more from underrepresented minority groups</td>
</tr>
</tbody>
</table>
How much will it cost?

- If an internal evaluation is acceptable, account for the time of the person doing the evaluation work based on their salary. It takes more time than you might expect.
- For an external evaluator, expect to spend 5-15% of the project budget on evaluation.
- Sometimes an ‘evaluation advisory board’ is enough, they are generally experts in the field who review the data generated by the internal project team. But you still need a plan!
Section 2: Evaluation Tools for Societal Impact Assessment
What are *Societal Impacts*?

*Societal impacts* are the ways your research, or the process of conducting your research, has influenced the world beyond academia.
Evaluating Societal Impacts

We need to go beyond addressing a particular problem.

We want to demonstrate that we’ve contributed to solving the problem – that some kind of demonstrable change has occurred.

Outputs in-and-of themselves are not the source of change (although that can be indicators and contributors).

Research findings can help propel change – so can the *process* of doing the research, particularly when we are engaging with societal partners.
**Instrumental impacts** – your research led to tangible changes to plans, decisions, practices, or policies

**Conceptual impacts** – your research contributed to changes in people’s knowledge about or awareness of an issue

**Capacity building impacts** – your research contributed to enhancing the skills, expertise, or resources of an organization or group of people

**Connectivity impacts** – your research led to new or strengthened relationships, partnerships, or networks that endure after the project ends

**Socio-environmental impacts** – changes to social and/or ecological systems, such as improvements in health and well-being or in ecosystem structure and function, that result from actions taken because of your research.

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Societal Impact Logic Model

What societal problem did you aim to address in your research?

**Actions/Activities**
- How did you try to address it?
  - Methods for engagement with partners
  - Project activities

**Outputs**
- What tangible products did you produce?
  - Curricula
  - Papers
  - Circula
  - Databases

**Conceptual Impacts**
- New knowledge or awareness gained

**Instrumental Impacts**
- Direct applications of research

**Connectivity Impacts**
- Partnerships established or strengthened

**Capacity Building Impacts**
- Skills, expertise strengthened or acquired

**Socio-Environmental Impacts**
- Changes to social or ecological systems over time

For whom, did things change

**Inputs**
- What resources, skills, and existing relationships enabled you to conduct your research?

**Context**
- What social, environmental, and political factors facilitated or inhibited your research?
What societal problem did you aim to address in your research?

Actions/Activities
How did you try to address it?
- Methods for engagement with partners
- Project activities

Outputs
What tangible products did you produce?
- Reports
- Papers
- Curricula
- Databases

Conceptual Impacts
New knowledge or awareness gained

Connectivity Impacts
Partnerships established or strengthened

Instrumental Impacts
Direct applications of research

Capacity Building Impacts
Skills, expertise strengthened or acquired

Inputs
What resources, skills, and existing relationships enabled you to conduct your research?

Context
What social, environmental, and political factors facilitated or inhibited your research?

For whom, did things change

Link impacts back to associated inputs and contextual factors

Link activities to associated outputs
Link outputs to associated impacts
Link activities to associated impacts

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How to craft a Problem Statement

Ask yourself:

What problem do you aim to solve? Is it really a problem outside of the academic literature? What will solving this look like? Who is this a problem for?

https://researchimpactacademy.com/

A problem statement is usually one or two sentences to explain the problem your research will address. In general, a problem statement will outline the negative points of the current situation and explain why this matters. It also serves as a great communication tool, helping to get buy in and support from others.

https://www.sheffield.ac.uk/
Cultural resources, including buildings and structures, are threatened by climate change. Loss of these resources would represent a loss of our collective history and the embedded knowledge contained within them.

There is insufficient understanding of how extreme rain events projected under climate change will impact different building materials. This project tests the durability of three different materials (adobe, earthen walls, and wood) under simulated rain events based on projections of future precipitation intensity.
Describing Activities and Engagement

Modes of engagement
- Workshops
- Joint performances or presentations
- Regular meetings
- As-needed meetings
- Shared fieldwork

Points of Engagement
- Developing the research question
- Writing the proposal
- Data collection
- Data analysis
- Interpretation of findings
- Dissemination of findings
Activities + Outputs

• Outputs can be the vehicle that takes research to impact
  • Peer-reviewed publications are sometimes required by policy-makers
  • A presentation or performance can be the best way to communicate with a particular audience

• Activities – the act of working together – can also be a driver of impact
  • Learning new methods via joint fieldwork
  • Ongoing conversations between researchers and practitioners help both groups learn and build trust
Why do you think your particular activity or output generated that particular impact?

• After consulting with our partners, we determined that the most effective way for them to access these findings was if we integrated them into an existing decision support tool they already use regularly. We were able to design a module for the tool using our research findings.

• Our art outreach coalition has built a strong relationship with this particular community over the last 3 years. We are dedicated to holding monthly visual art workshops at the community center. We have a consistent core 20 students, and regularly have more than 30 at each event. Students have told us that they are considering attending the university because they now know some university faculty.
Who changed because of your research?

Stakeholders:
• Community Partners
• Policy Makers
• Industry Professionals
• Practitioners
• Government Officials

Students:
• K-12
• Undergraduates
• Graduate Students
• Continuing Education

General Publics:
• Residents of a City
• Interested Parties

The demographics of the people impacted by your research is important...
How do you know? Evidence of change

- **Feedback from your partners**
  - Formal (letters of recommendation or partnership)
  - Informal (email or phone calls)
- **Reference to your work in a management/policy document**
  - Research findings forming the basis of policy document
  - Citation in management reports or publications
  - Check Altmetric or Overton to find your citations
- **Feedback from the general public**
  - Audience surveys
  - Emails or other engagement from public
  - Media interviews/reference to your work
- **Formal evaluation of your work**
  - Pre-post tests
  - Surveys/interviews of partners
  - Randomized control trials
Impact Goal Frameworks
College of Education

Research Impact

- Access to Higher Education
- Asset-Based Practices
- Bilingual and Biliteracy Education
- Broader Impacts in HSI Institutions
- Curriculum Design
- Digital Learning Capacity
- Literacies and Cultures
- Science of Learning, Motivation, and Innovative Teaching Practices
- Science, Mathematics, Environmental, and Sustainability Education
- Student Wellness
- Educator Professional Development
- Evaluation and Assessment Science
- Indigenizing Education
<table>
<thead>
<tr>
<th>ACADEMIC</th>
<th>CULTURAL</th>
<th>ECONOMIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to advances across and within disciplines, including significant advances in understanding, method, theory and application.</td>
<td>Contribution to people’s understanding of ideas and reality, values and beliefs.</td>
<td>Contribution to a company’s revenues and profits (micro level), and economic returns through increased productivity or economic growth (macro level).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EDUCATIONAL</th>
<th>ENVIRONMENTAL</th>
<th>HEALTH</th>
<th>POLITICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to education, training and capacity-building, including through curricula, educational tools, and qualifications.</td>
<td>Contribution to managing the environment, such as protecting natural resources, reducing environmental pollution, improving weather forecasting, and tackling the climate crisis.</td>
<td>Contribution to public health, life expectancy, health-related quality of life, prevention of illness, and reduced health inequality.</td>
<td>Contribution to how policymakers act, to how policies are constructed, and to political stability.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCIAL</th>
<th>TECHNOLOGICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to community welfare and quality of life, and to behaviours, practices, and activities of people and groups.</td>
<td>Contribution to the creation or improvement of products, processes and services.</td>
</tr>
</tbody>
</table>
### NSF’s Broader Impacts Categories

<table>
<thead>
<tr>
<th>“Archived” List</th>
<th>America COMPETES 2010</th>
<th>AICA 2017</th>
<th>PAPPG (current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance discovery, training graduate students, mentoring postdoctoral researchers and junior faculty, involving undergraduates</td>
<td>Development of a globally competitive STEM workforce; improved undergraduate STEM education; improved pre-K-12 STEM education and teacher development</td>
<td>Developing an American STEM workforce that is globally competitive through improved pre-K-12 STEM education and teacher development, and improved undergraduate STEM education and instruction</td>
<td>Improved STEM education and educator development at any level; development of a diverse, globally competitive STEM workforce</td>
</tr>
<tr>
<td>Broaden participation of under-represented groups</td>
<td>Increased participation of women and underrepresented minorities in STEM</td>
<td>Expanding participation of women and individuals from underrepresented groups in STEM</td>
<td>Full participation of women, persons with disabilities, and underrepresented minorities in STEM</td>
</tr>
<tr>
<td>Enhance infrastructure for research and education</td>
<td>Increased partnerships between academia and industry</td>
<td>Enhancing partnerships between academia and industry in the U.S.</td>
<td>Enhanced infrastructure for research and education; increased partnerships between academia, industry, and others</td>
</tr>
<tr>
<td>Broaden dissemination to enhance scientific and technological understanding</td>
<td>Increased public scientific literacy</td>
<td>Improving public scientific literacy and engagement with science and technology in the U.S.</td>
<td>Increased public scientific literacy and public engagement with science and technology</td>
</tr>
<tr>
<td>Benefits to society may occur when results of research and education projects are applied</td>
<td>Increased national security and economic competitiveness of the U.S.</td>
<td>Increasing the economic competitiveness of the U.S.; advancing the health and welfare of the American public; supporting national defense</td>
<td>Improved well-being of individuals in society; improved national security; increased economic competitiveness of the U.S.</td>
</tr>
</tbody>
</table>

**Training Students, STEM Education, and Workforce**

**Broadening Participation**

**Enhanced Infrastructure and Partnerships**

**Knowledge Dissemination and Scientific Literacy**

**Societal Impact and Economic Competitiveness**

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**Archived America COMPETES 2010**

**AICA 2017**

**PAPPG (current)**

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**NSF’s Broader Impacts Categories**
Summary Impact Types

- Cultural
- Economic
- Environmental
- Health
- Legal
- Political
- Societal
- Technological
Sustainable Development Goals
Examples of Impact Evaluation
The JFSP provides funding and science delivery for scientific studies associated with managing wildland fire, fuels, and fire-impacted ecosystems to respond to emerging needs of managers, practitioners, and policymakers from local to national levels.
Activating the Reminiscence Theatre Archive (ARTA)

Summary of the impact
Reminiscence theatre's primary goals are to improve the well-being of senior citizens and promote intergenerational dialogue. ARTA has successfully engaged 100 marginalised older people, 13 young volunteers and over 200 others since 2012. The project has created a new model of reminiscence theatre by proving that archive material can be used instead of live interviews. It has learned the strengths and weaknesses of this approach and found creative solutions to the problems. It has also given the Reminiscence Theatre Archive a long-term ‘living’ future. Finally ARTA has disseminated good practice internationally through a website, articles, training events and conferences.

Submitting Institution - University of Greenwich
Unit of Assessment - English Language and Literature
Summary Impact Type - Societal
Research Subject Area(s)
• Studies In Creative Arts and Writing: Performing Arts and Creative Writing
• Language, Communication and Culture: Cultural Studies, Literary Studies

More cases available: https://results2021.ref.ac.uk/impact#
### Aggregating Impacts

<table>
<thead>
<tr>
<th>AIRES Societal Impacts (12 pilot projects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>used in plans, policies, or practices (instrumental)</td>
</tr>
<tr>
<td>increased understanding and awareness (conceptual)</td>
</tr>
<tr>
<td>built new skills or expertise (capacity building)</td>
</tr>
<tr>
<td>created or strengthened partnerships and networks (connectivity)</td>
</tr>
<tr>
<td>improved social outcomes for partners (social)</td>
</tr>
<tr>
<td>improved environmental conditions (ecological)</td>
</tr>
</tbody>
</table>
Aggregating Impact Goals

Number of AIRES Projects contributing to each SDG

- SDG1: No Poverty: 3
- SDG2: Zero Hunger: 2
- SDG3: Good Health and Well-Being: 3
- SDG4: Quality Education: 3
- SDG5: Gender Equality: 3
- SDG6: Clean Water and Sanitation: 4
- SDG7: Affordable and Clean Energy: 3
- SDG8: Decent Work and Economic Growth: 2
- SDG9: Industry, Innovation, and Infrastructure: 2
- SDG10: Reduced Inequalities: 4
- SDG11: Sustainable Cities and Communities: 6
- SDG12: Responsible Consumption and Production: 5
- SDG13: Climate Action: 9
- SDG14: Life Below Water: 1
- SDG15: Life on Land: 4
- SDG16: Peace, Justice, and Strong Institutions: 3
- SDG17: Partnerships for the Goals: 5
Linking impact categories with an impact goal framework

<table>
<thead>
<tr>
<th>SDG Category</th>
<th>Instrumental</th>
<th>Conceptual</th>
<th>Capacity Building</th>
<th>Connectivity</th>
<th>Ecological</th>
<th>Social</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDG1: No Poverty</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>SDG2: Zero Hunger</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>SDG3: Good Health &amp; Well-Being</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>SDG4: Quality Education</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>SDG5: Gender Equality</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>SDG6: Clean Water &amp; Sanitation</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>SDG7: Affordable &amp; Clean Energy</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>SDG8: Decent Work &amp; Economic Growth</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>SDG9: Industry, Innovation, &amp; Infrastructure</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>SDG10: Reduced Inequalities</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>SDG11: Sustainable Cities &amp; Communities</td>
<td>6</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>SDG12: Responsible Consumption &amp; Production</td>
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How Impact is Measured:

• Research on SDG

• On-campus status regarding SDG

• Community engagements on SDG

THE Impact Rankings 2022: the top 10

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<th>2022 rank</th>
<th>Institution</th>
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<th>Score</th>
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<tr>
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Activity

• Think of a project or program you are involved in
• Which (if any) of the impact goal framework categories does it best fit?
  • Or describe your own category that is a better fit
• Problem statement: what specific problem within the larger category did your project/program seek to solve? Who is this a problem for?
• Complete the logic model
  • What activities did you do?
  • What outputs did you produce?
  • What changes occurred because of your research project (instrumental, conceptual, connectivity, capacity-building, or social/environmental impacts)?
  • What evidence you have of these changes?
  • Are there other factors that supported or inhibited your work (inputs and context)?
• Summarize: how did this project contribute to solving the problem?
Thank You

• Jen Fields (fieldsj@arizona.edu)
• Michelle Higgins (mlhiggins@arizona.edu)
• Alison Meadow (meadow@arizona.edu)
• Gigi Owen (gigi@arizona.edu)
• UA Societal Impact: (impact@arizona.edu)
Please Give Us Some Feedback!

https://uarizona.co1.qualtrics.com/jfe/form/SV_0wRI9RKdQgCkF1k