



# Writing and Assessing (Impact) Narratives

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Making Minds Matter



Erasmus



# Evaluating Societal Impact team



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# Agenda

1. **Walk-in:** Identifying benefits, challenges, and resources

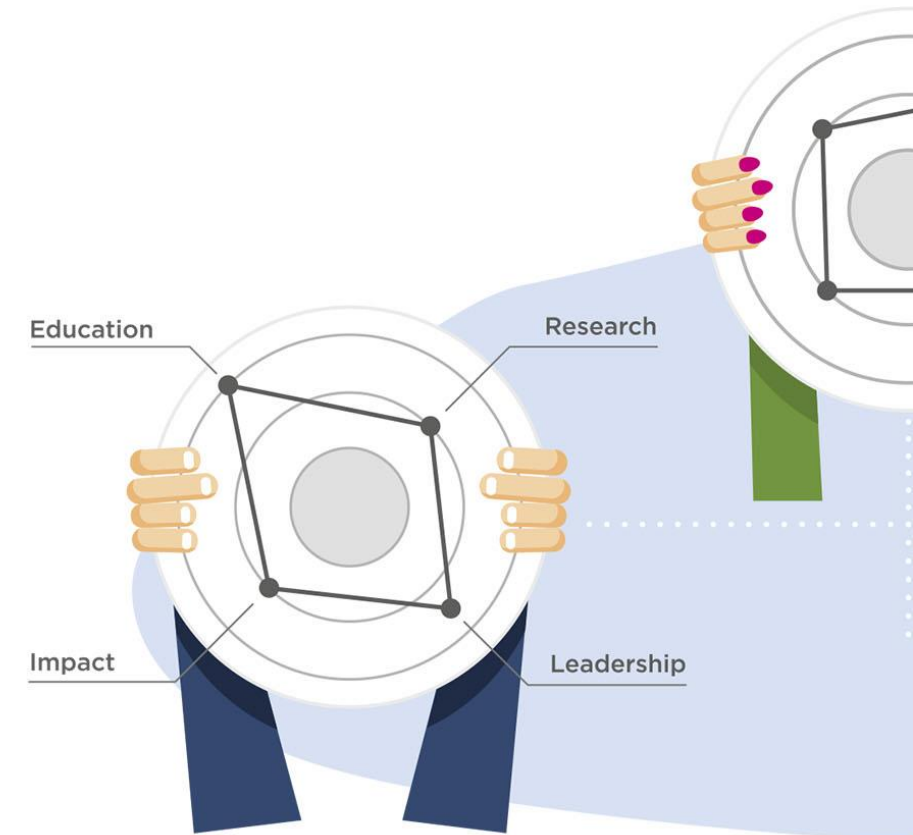
2. **R&R and (Societal) Impact**

3. **Trinity College Dublin RIF** – impact narrative writing

4. **ESSB pilot** – narrative writing and assessment guidance

5. **In Group:** reviewing examples of (impact) narratives

6. **Closing**

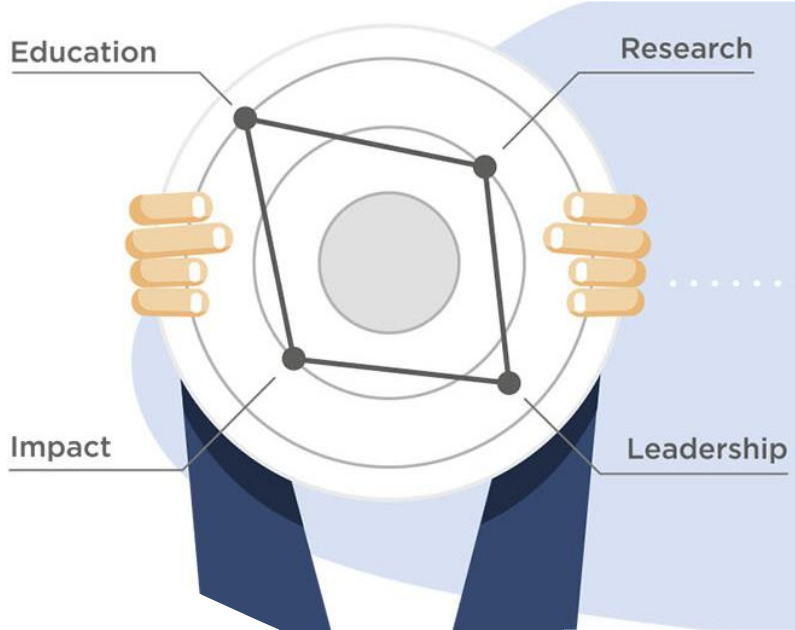


# Walk-in: Identifying benefits, challenges, and resources

**You're invited to reflect on the benefits and challenges you (will) face and resources you (will) need when adopting narrative-style initiatives in relation to Recognition & Rewards.**

- › (Potential) Benefits
- › (Potential) Challenges
- › (Existing or desired) Resources

# Relation between R&R and impact



To achieve our ambitions we need to revise the current system for recognizing and rewarding academics to ensure high standards of education, promote research excellence, increase our impact on society, encourage inclusive leadership and ensure the delivery of excellent patient care now and in the future.



Education focus



Leadership focus



Patient care focus



Impact focus



Research focus

SOURCE: POSITION PAPER 'ROOM FOR EVERYONE'S TALENT'

SOURCE: IMPACT THROUGH RECOGNITION & REWARDS – EUR FRAMEWORK

# EUR Impact Definition Framework



SOURCE: EUR IMPACT DEFINITION FRAMEWORK



# Building your academic career around impact



LEFT PHOTO: BASTIAAN RIJKEMA AND AFSHIN ELLIAN (AND MARK RUTTE), MIDDLE PHOTO: FREEK VONK. RIGHT PHOTO: MARION KOOPMANS.

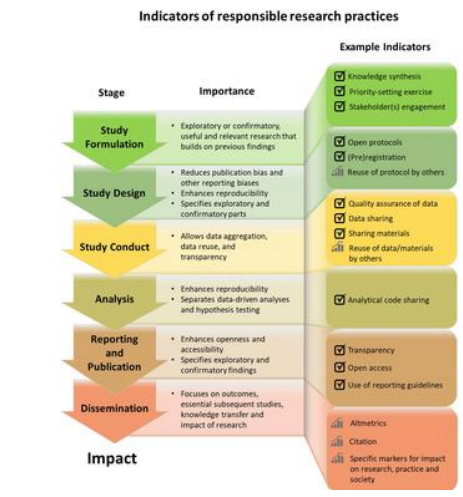
# EUR approach to impact and R&R

## Project: 'Recognising and Rewarding Impact activities'

- › We know *why* we want impact to be recognised and rewarded (position paper)
- › Questions that need to be answered:
  - › *What* activities do we think are worth recognising and rewarding?  
→ focus of the project
  - › *How* do academics want to be recognised and rewarded?

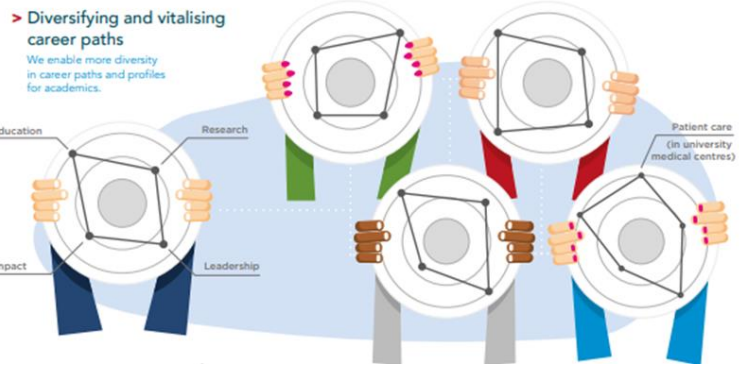


# (Inter)national movements along with impact



## Room for everyone's talent

towards a new balance in the recognition and rewards of academics



EN English

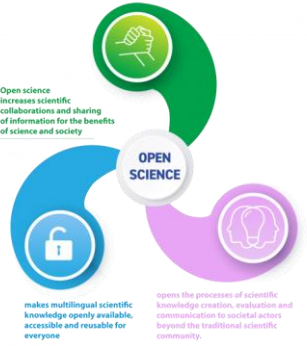
Home > News > Process towards an agreement on reforming research assessment

NEWS | 18 January 2022 | Brussels, Belgium | Research and Innovation

### Process towards an agreement on reforming research assessment

The Commission has called for organisations to express their interest in being part of a coalition on reforming research assessment.

The coalition will bring together research funding organisations, research performing organisations, national/regional assessment authorities or agencies, associations of research funders, of research performers, of researchers, as well as, learned societies and other relevant organisations, all willing and committed to implement reforms to the current research assessment system.



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CAREER FEATURE | 05 April 2022

### Time to rethink the scientific CV

Fresh formats showcase researchers' work more effectively.

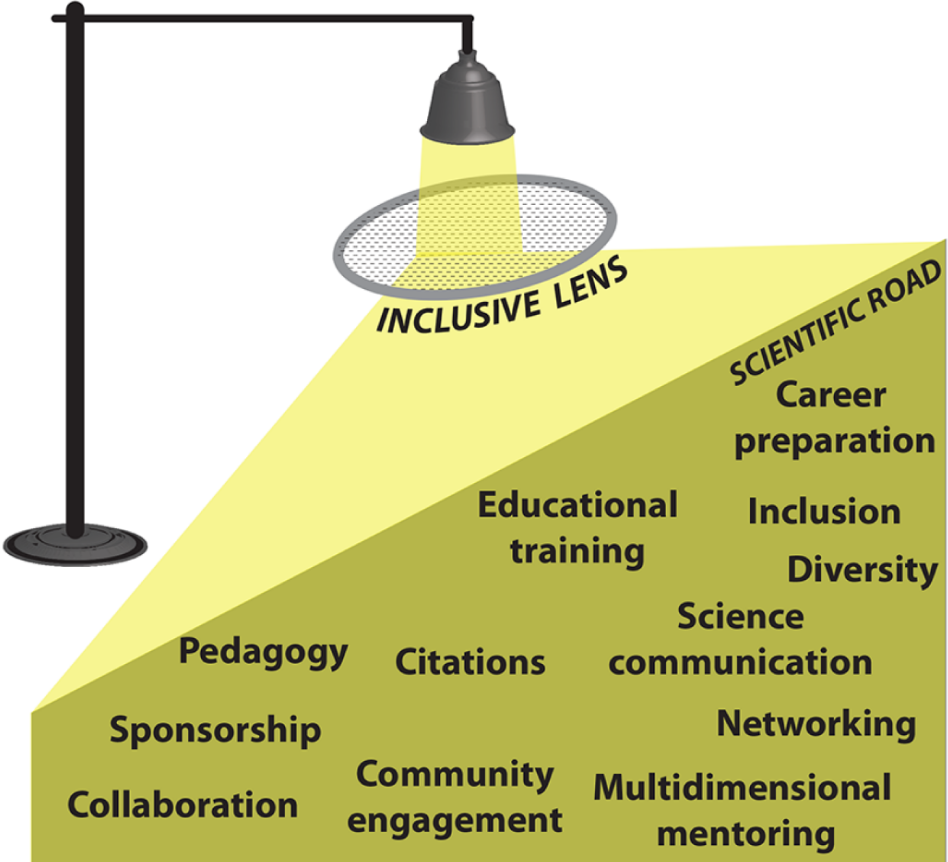
SOURCE: LEIDEN MANIFESTO; METRICS TIDE; HONG KONG PRINCIPLES; REGONITION & REWARDS; UNESCO; DORA; EU; THE ROYAL SOCIETY; NATURE

# Promoting inclusive indicators of success

A) Narrow View of Scientific Impact



B) Inclusive View of Scientific Impact



SOURCE: [PROMOTING INCLUSIVE METRICS OF SUCCESS](#)

# Increasing the visibility of contributions



SOURCE: PRESENTATION BY Dr Rochelle Fritch - Science Foundation Ireland, 21 March 2022



# Putting your impact data to good use

DATA



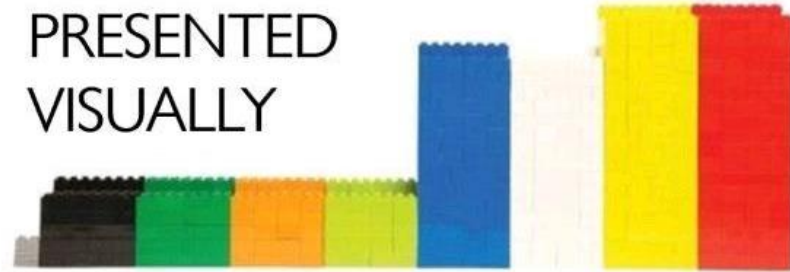
SORTED



ARRANGED



PRESENTED  
VISUALLY

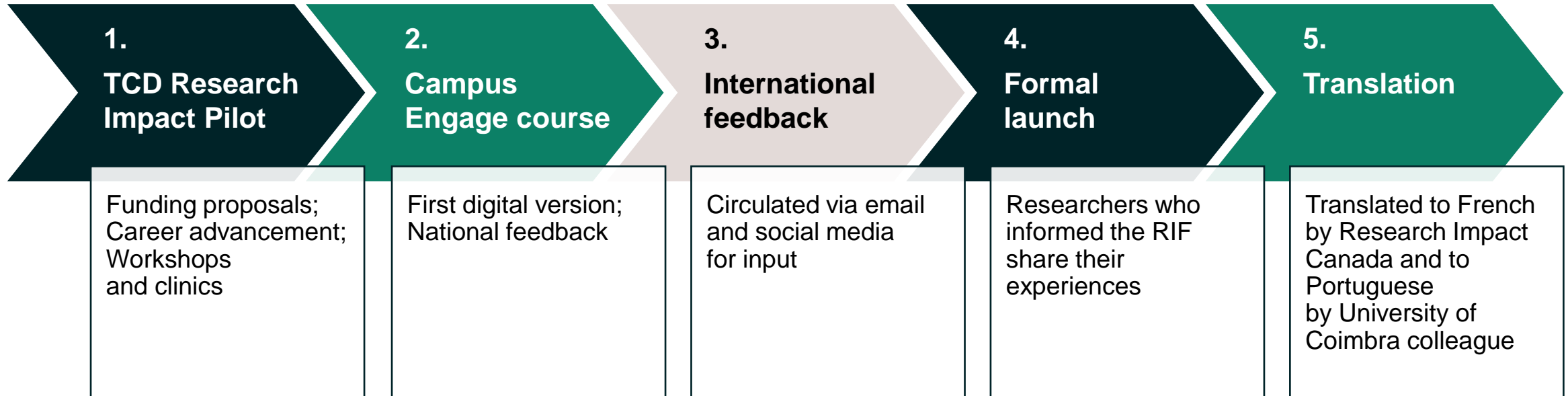


EXPLAINED  
WITH A STORY

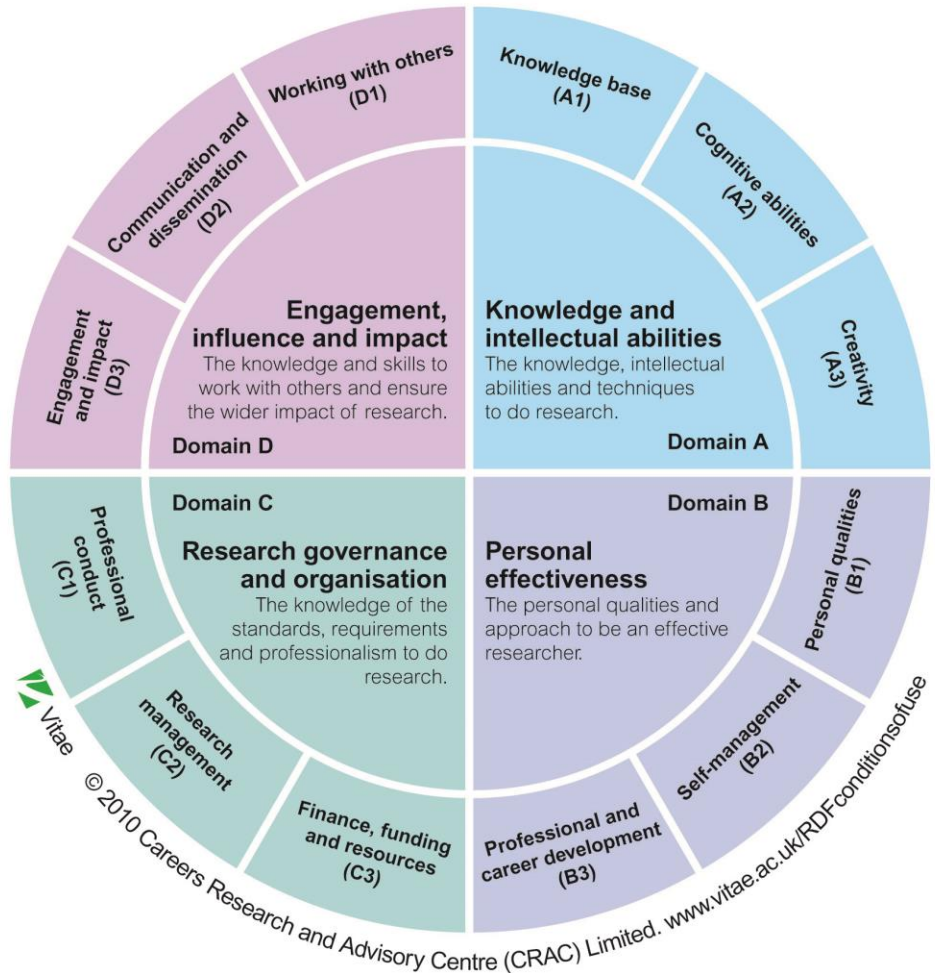


SOURCE: [https://www.reddit.com/r/coolguides/comments/pexc75/data\\_can\\_tell\\_a\\_story/](https://www.reddit.com/r/coolguides/comments/pexc75/data_can_tell_a_story/)

# Researcher Impact Framework



# Career development framework & narrative approach



SOURCE: VITAE Researcher Development Framework; The Royal Society



**USING THE RIF TO WRITE AUDIENCE-SPECIFIC,  
EVIDENCE-BASED IMPACT NARRATIVES**



<b>Impact Area</b>		
<b>Outcome Statement</b>		
<b>Scholarly Activity</b>	<b>Evidence: Reach, Use, Relevance Data</b>	<b>Sources</b>
<p><b>Impact Narrative</b></p> <ul style="list-style-type: none"> <li>- the <b>ROLE</b> played by the researcher</li> <li>- <b>WHO</b> benefited</li> <li>- <b>HOW</b> they benefited</li> <li>- <b>WHEN</b> that benefit occurred</li> <li>- corroborated by reasonable, appropriate, time-bound <b>EVIDENCE</b></li> <li>- underpinned by the shared <b>VALUES</b></li> </ul>		

# Development of individuals and collaborations

- enhancing the research capacity, knowledge, and skills of the next generation of researchers;
- attracting and retaining talent;
- increasing access to state-of-the-art knowledge by leveraging extra-institutional expertise; and
- international relations and the international profile and reputation of Ireland.

SCHOLARLY ACTIVITY	EVIDENCE: REACH, USE, RELEVANCE DATA	SOURCES
<ul style="list-style-type: none"><li>→ Teaching a course</li><li>→ Developing a syllabus</li><li>→ Developing on open access course</li><li>→ Advising / Supervising students</li><li>→ Hiring, training, or supervising student interns or research assistants</li><li>→ Writing letters of recommendation</li><li>→ Leading or advising a student group</li><li>→ Co-authoring research with non-academic partners</li></ul>	<ul style="list-style-type: none"><li>→ Number of modules and students taught</li><li>→ Number hired / trained / supervised</li><li>→ Diversity of roles created</li><li>→ Student / beneficiary feedback</li><li>→ Number Connections supported</li><li>→ Career / scholarly progression</li><li>→ Number or percentage of publications that are co-authored</li><li>→ Co-authorship network</li><li>→ Number of spin-out research projects and/or outputs</li></ul>	<ul style="list-style-type: none"><li>→ Own data</li><li>→ ORCID</li><li>→ LinkedIn</li><li>→ Course provider data</li><li>→ Institutional websites</li><li>→ Testimonials from beneficiaries</li><li>→ Acknowledgment in publications</li><li>→ Awards</li><li>→ Scopus</li><li>→ Dimensions</li></ul>



# Impact Area: Supporting The Research Community

**Impact Area: Supporting the Research Community**

**WHO, HOW, ROLE, WHEN, EVIDENCE, VALUES**

**Outcome Statement:** Making progress against strategic priorities

**Scholarly Activity:**  
Board / Committee Role

**Evidence: Reach, Use, Relevance Data**

**Sources**

## **Impact Narrative:**

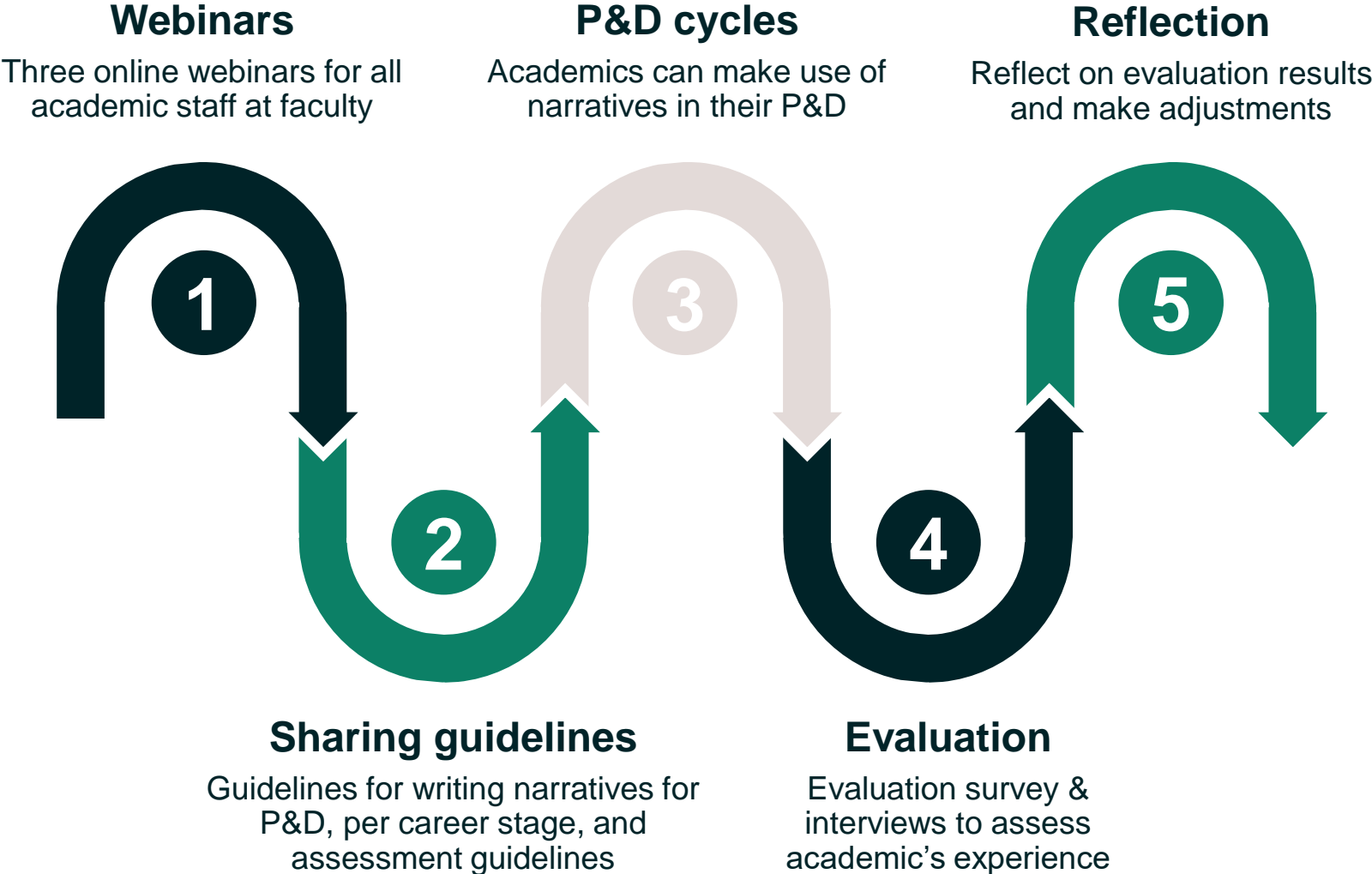
The [INSERT POLICY / STRATEGY] identified the key actions required to deliver an enabling environment. Between YEAR – YEAR, I served as [INSERT ROLE] for the [INSERT BOARD / COMMITTEE], chosen because [INSERT VALUES, PERSONAL SKILLS, INDICATORS OF PEER ESTEEM]. This [INSERT ROLE] focused on advancing [INSERT STRATEGIC PRIORITIES, ALIGNED WITH POLICIES, DEMONSTRATING SERVICE TO COMMUNITY]. Based on this, the Committee delivered [INSERT OUTPUTS & OUTCOMES – e.g. improved access to training and supports, increased access to talented colleagues, enhanced creative outputs, encouraged trans-disciplinarity, etc.]. This resulted in [ADD RELEVANT OUTPUTS and/or OUTCOMES] which gained attention of [INSERT BIBLIOMETRIC / ALTMETRIC DATA] (SOURCE, YEAR). Wanting to [INSERT VALUES OR DESIRED OUTCOMES – e.g. promote a culture of responsible research and innovation], this activity has immediate value for [INSERT A QUOTE / REVIEW / TESTIMONIAL THAT SPEAKS TO ADVANING A SHARED GOAL] while also positioning [INSERT BENEFICIARY] for longer-term success through [INSERT IMPACT NARRATIVE WITH DATA]. In [INSERT YEAR], I brought this learning back to [INSERT YOUR COMMUNITY OF PRACTICE] which has led to [INSERT ACTIVITIES & OUTCOMES]. [**< 250 words**]



# What we learnt so far

- › Tool is useful but doesn't replace workshops and clinics
- › Interest to use in other countries indicates we're facing common challenges
- › Flexible to be adapted to other levels (institutional rather than personal) and uses (other types of narrative)

# P&D Narratives Pilot



# P&D Narrative Assessment Guide

**The guidelines are intended to support supervisors in assessing their team members when using career narratives in the context of P&D process**

- › Narrative is not intended to replace the P&D conversations but be a conversation starter
- › Opportunity for academics to provide insights into their work and achievements in a concise yet comprehensive way
- › Provides series of questions to be inspired by to discuss during P&D conversation
- › Designed to support and inform academics in their supervising role and decision making on the performance and development of team members
- › Assessment is not about the quality of the writing but about evidence for somebody's personal performance and development

# Structure Assessment Guide

**01**

## **Retrospective: Reflections on the past year**

Do they have relevant achievements and results to share?

What are you most proud of this team member?

**02**

## **Prospective: Outlook for the next period**

Are visions, ambitions, and plans well thought through?

How are they planning on expanding their competences?

**03**

## **Generation of Knowledge**

How are they connecting their research and education activities?

Do they know how to generate academic and societal impact?

**04**

## **Development of Individuals and Collaborations**

Have they engaged in networking within and beyond the team?

Have they planned for developing leadership competences?

**05**

## **Supporting the Academic Community**

Have they contributed to the team and their field?

Have their career profile and ambition been considered in the team vision?

**06**

## **Supporting Broader Society**

Have their results been used in public, private, or other sectors?

Are they open to different perspectives on their research and teaching activities?



# What we learnt so far

- › There is far less known about how to assess P&D narratives compared to writing them
- › Many academics worry that they will be assessed based on their writing style instead of their actual performance and development
- › Beyond career stages and professional profiles, particularities such as culture and gender, extroversion or introversion, internalising or externalising failures etc. influence how a narrative is written

# Excercise: Writing and assessing (impact) narratives examples

Take 5 minutes to examine an example of someone writing a narrative-style for their promotion.  
Can you identify the structures that make this example?

In groups, discuss your findings.

- › Use the markers to highlight the different structures
- › Use the space on the right to add (bullet point) ideas of how to make this a stronger narrative
- › You have 5 minutes individually and 10 minutes to work as a group
- › Please identify a rapporteur that can report back your discussion

## Writing and assessing (impact) narratives examples Recognition & Rewards Festival 2023

You're invited to examine an example of someone writing a narrative-style for their promotion. Can you identify the structures that make this example? Use the markers to highlight the different structures. You can also use the space on the right to add (bullet point) ideas of how to make this a stronger narrative.

Narrative for promotion Illustrative example for mid career researcher	Suggested improvements for writer
<p>Throughout my teaching career, I have taken on an educational leadership role within my team. In 2022, this has included sharing my educational expertise through the professional development program Introduction to Supervisory Development, organised by the Staff Development Unit, which encouraged colleagues Dr. Jane Doe and Dr. John Doe to redevelop their curricula to make them more impact-driven. In line with my educational leadership philosophy and our open scholarship values, I have engaged in disseminating scholarship in education through organizing the conference "Open Education in the XXI century" (openeducation.nl), which has created a peer network, providing a structured space for meaningful conversations. The network is established with 25 people joining in the past 3 months.</p>	

# Sharing findings





# Thank you



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<https://www.eur.nl/en/research/research-services/societal-impact-evaluation>

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