Societal impact – prevailing understandings and practices: evidence from a survey in Estonia, Finland and Spain

Summary Report

By Alar Kein[1]

The following summary is based on the results of an on-line survey among qualified representatives of higher education institutions (hereafter referred to as HEIs) and cultural and arts organizations, which was carried out in Estonia, Finland and Spain by the Erasmus+ HEISE project in February and March, 2019. The aim of the survey was threefold: 1) to clarify prevailing understandings and variations in the interpretation of societal impact (hereafter referred to as SI); 2) to learn about the current practices in evaluation/assessment of SI (including the main drivers, methods and indicators used, as well as factors impeding the application of evaluation of SI in practice); and 3) to learn about the extent of consideration of SI in the managerial decison-making process in HEIs and cultural organizations. The questionnaire was based on a set of structured questions, which were developed based on the study of literature on SI and by considering the insights learned during the semi-structured interviews among HEIs, cultural and arts organizations, which were carried out in Estonia, Finland and Spain by the Erasmus+ HEISE project in spring 2018. The questionnaire is presented in Appendix 1.

1. Descriptive statistics of respondents

In total, there were 73 respondents to the survey from the countries studied, of which 31 from Estonia, 29 from Spain and 13 from Finland. As the survey was primarily targeted towards HEIs, majority (42) of respondents represented HEIs, of which 41 were the representatives of universities (scientific or applied), of which 15 from Spain, 14 from Estonia and 12 from Finland. Respondents in Estonia were practically evenly distributed between HEIs and organizations in the field of culture and arts. Cultural and arts organizations formed ca quarter of respondents in Spain, while there was only one respondent from Finland, who represented a cultural and arts organization (see Table 1 for details).

Table 1. Distribution of respondents by type of institution

	Estonia	Finland	Spain	TOTAL
Total number of respondents, of which	**31**	**13**	**29**	**73**
- university (scientific)	11	2	14	**27**
- university of applied sciences	3	10	1	**14**
- HEI other than university	1	0	0	**1**
- general education school	0	0	1	**1**
- vocational education institution (non-HEI)	0	0	1	**1**
- public cultural or arts institution	6	0	0	**6**
- private cultural or arts institution	1	1	0	**2**
- NGO in the field of culture and arts	1	0	3	**4**
- public (local-level) administrative organization in charge of arts and culture	5	0	4	**9**

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[1] Note: This draft report has been written by Alar Kein. Organizing and designing the survey, however, was a joint effort by the team members of Erasmus+ HEISE project.

- foundation in the field of arts and culture (established by Government)	1	0	0	**1**
- other organizations	2	0	5	**7**

More than half of the respondents were either top or mid-level managers in institutions represented, whereas top managers formed approximately one third of respondents. Differently from Estonia and Finland, there was relatively larger share of academic staff among the respondents in Spain, who accounted for slightly more than one third of respondents in Spain (see Figure 1A and Figure 1B for details).
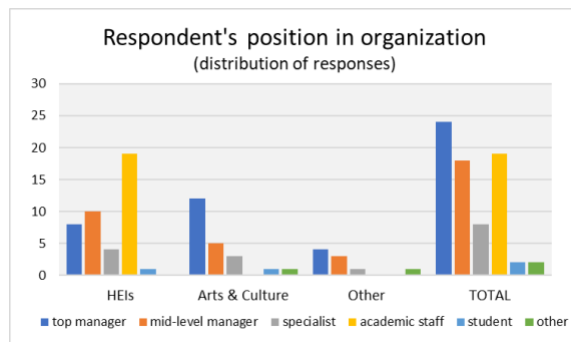

Figure 1A. Distribution of respondents by respondent's position in organizations, by types of institutions.
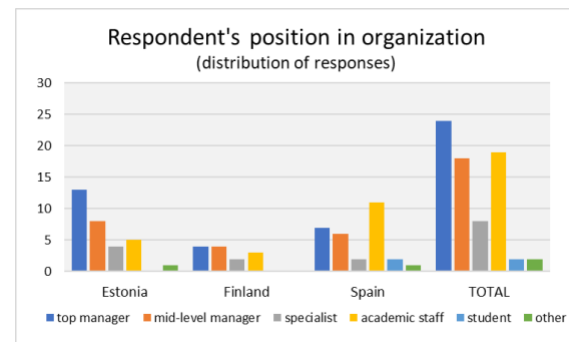

Figure 1B. Distribution of respondents by respondent's position in organizations, by countries.

More than half of respondents (42) considered a duty to implement activities that lead to SI, as one of their job duties. More specific SI-related job duties, such as assessment/evaluation of SI and communication of SI, were regarded as job duties by approximately one third of respondents. Management of SI was the least common SI-related job duty (task) among the respondents. Only 12 respondents, of which 5 were the representatives of organizations of arts and culture in Estonia, acknowledged it as one of their duties in their organization (see Figure 2A and Figure 2B). Considering that more than half of respondents were either top managers (24) or mid-level managers (18), such low recognition of SI management as a job duty tends to suggest that the SI-related thinking at the management level, hasn't yet become widespread among the HEIs and organizations of arts and culture in none of the countries studied.
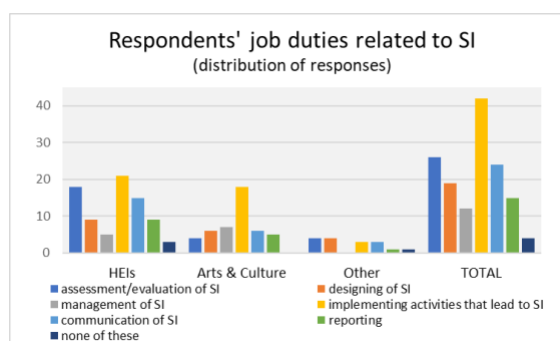

Figure 2A. Distribution of respondents by respondent's job duties, by types of institutions.
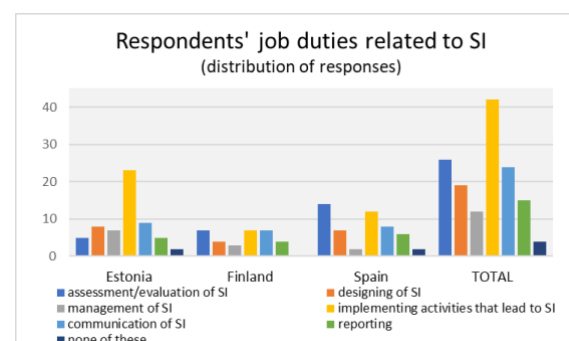

Figure 2B. Distribution of respondents by respondent's job duties, by countries.

More than half of respondents, whereas in each of the three major categories of institutions, declared 10 years or more of experience in SI assessment. Country-wise, longer experience was more frequently represented among the respondents from Spain than among the respondents from Finland or Estonia (see Figure 3A and Figure 3B). Majority of respondents (45) had participated in SI-related training (see

Figure 4A and Figure 4B). The share of respondents with training experience was substantially larger among the respondents from Finland and Spain (where ca 2/3 of respondents reported participation in training programs) than among the respondents from Estonia (where only less than half of respondents reported participation in SI-related training).
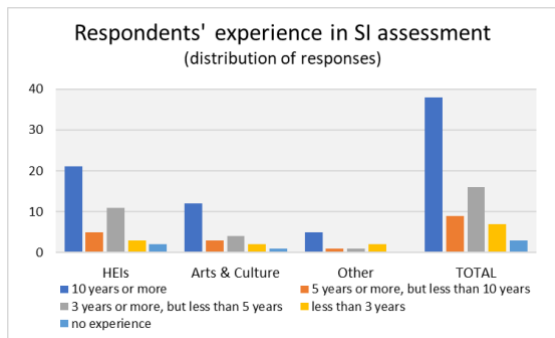

Figure 3A. Distribution of respondents by respondent's experience in SI assessment, by types of institutions.
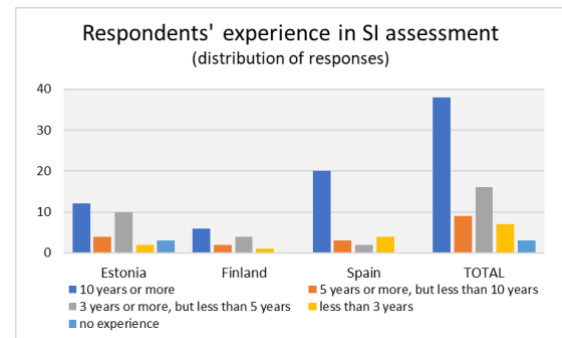

Figure 3B. Distribution of respondents by respondent's experience in SI assessment, by types of institutions.
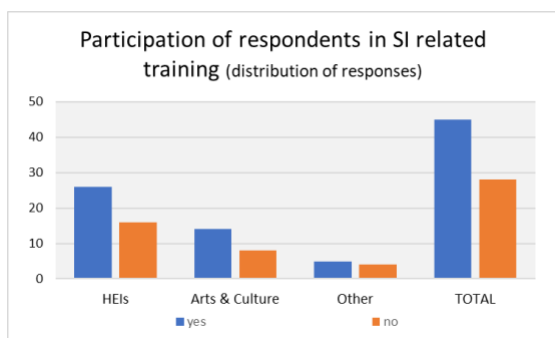

Figure 4A. Distribution of respondents by respondent's participation in SI-related training, by types of institutions.
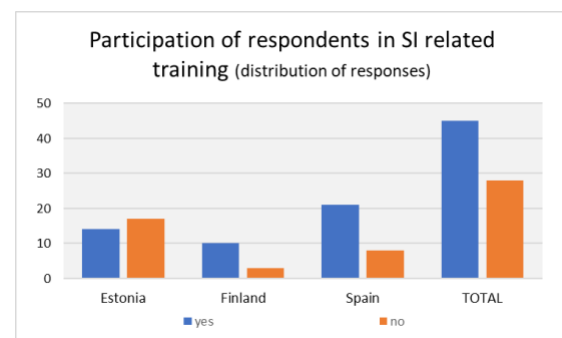

Figure 4B. Distribution of respondents by respondent's participation in SI-related training, by countries.

Considering the relatively small size and the unbalanced composition of our sample, the distribution of characteristics of respondents, as well as the design of our questionnaire, we acknowledge that there are limitations in interpretation and generalization of results obtained. We would like to draw attention to the following potential (although, not neccessarily existing) issues:

- The cross-country differences in sample composition could have affected the results.

- As anonymity was promised to the respondents, we cannot exclude the possiblility that one institution was represented by more than one respondent. Hence institution-wise conclusions could involve some bias. However, we believe that such cases (if they are present) are rather rare.

- As the survey did not contain open questions, it is possible that the results are affected by the options and statements included in the survey (i.e. the existence of an anchoring bias cannot be excluded).

- We cannot exclude the possibility that the results are somewhat affected by the misinterpretations of questions and answers by respondents, either due to the wording used or due to the respondent's language skills, as the latter were not controlled in the questionnaire.

- In reporting the results, we rely on respondent's choices/claims made, but given the anonymity of participating organizations, we can not test (verify) if the claims made by respondents with regard to the practice of SI in the organizations, which they represent, also actually hold in practice.

Regardless of these potential issues listed, we believe that the responses received depict pretty accurately the existing understandings, their variations, major gaps in the knowledge as well as the existing practices of SI evaluation in the sectors and countries studied. Namely, the results of the survey largely coincide with the main findings from semi-structured interviews, which were carried out in educational, cultural and arts organizations in Estonia, Finland and Spain prior to the survey.

The next sections of this report will present the results. The results will be presented by main types of institutions and by countries. The institutions studied are consolidated into 3 types of institutions: HEIs, organizations of arts and culture, and other organizations. The readers should note that the figures report the number of responses (and not the percentages from respondents). Hence, as the size of subgroups varies (see Table 1), the readers should not make inferences about cross-subgroup differences based on the direct comparison of heights of columns of different sub-groups. The readers should also note that the answers used in figures and tables are shortened versions of wording of questions and answers used in the survey. The questionnaire along with exact wording of questions and choices that were available to the respondents, is included in Appendix 1.

2. Prevailing understandings and variations in the interpretation of societal impact

In order to learn about the prevailing understandings of the meaning of SI in educational, cultural and arts institutions in Estonia, Finland and Spain, we designed our questionnaire so as to take into account common variations and issues in interpretation of SI, which can be found in the existing literature and reports. In particular, we tried to clarify the following: 1) do the respondents regard the terms „societal impact" and „social impact" as synonyms, or as different terms? 2) do the respondents make difference between output, outcome and impact? 3) which types of impacts are relevant for SI assessment in the opinion of respondents? 4) should the SI studies address impacts globally or only locally in the opinion of respondents? 5) do the respondents perceive that SI should be measured in monetary units?

First, we acknowledged that the terms societal impact and social impact are sometimes used as synonyms, while sometimes these terms are viewed as different terms. Obviously, differences in interpretation of these terms can lead to misunderstandings and create confusions. Hence, we started from a question, which tried to clarify how these terms are viewed in educational, cultural and arts institutions in Estonia, Finland and Spain. The responses that we obtained from the survey were in line with our preliminary expectations. There was no agreement among the respondents, whether the terms societal impact and social impact should be considered as synonyms, different terms, or embedded in one another. Vast majority of respondents viewed these terms as different terms, whereas most frequently, the societal impact was regarded as a wider term than the term social impact (see Figure 5A and 5B). The latter view was characteristic to 2/5 of respondents. Less than 1/5 of respondents shared the opinion that societal impact is embedded in social impact. Interestingly, only less than one fifth of respondents considered the terms societal impact and social impact as synonyms, which is less than what could be expected based on the use of these terms in the literature. Thus, our results indicate that there is clearly no harmonious understanding of the relationship of these terms.

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Hence, in order to avoid misunderstandings and misinterpretations, it is advisable to define these terms and clarify the assumed relationship between these two terms, whenever these are used.
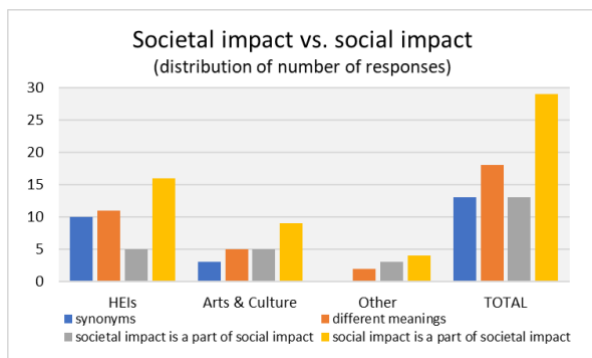

Figure 5A. Interpretation of the relationship between societal impact and social impact, by types of institutions.
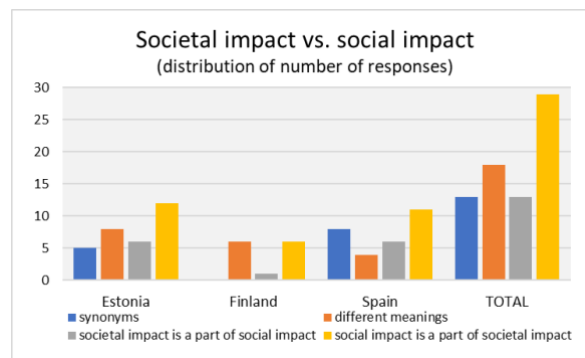

Figure 5B. Interpretation of the relationship between societal impact and social impact, by countries.

Next, we turned our attention to the respondents' awareness of differences between outputs, outcomes and impacts. The reason for addressing the knowledge of differences between these terms was induced by rather frequent implicit or explicit evidence on the difficulties to distinguish between outputs, outcomes and impacts in published reports and during the semi-structured interviews.

According to the responses obtained, the outputs, outcomes and impacts were viewed by majority of respondents as different terms. As expected, there was relatively more consensus among the respondents about the differences between output and impact than between output and outcome, or outcome and impact (see Figure 6A and 6B). However, the responses also revealed that surprisingly large number of respondents (20% of respondents), do not consider output and impact as different terms. Such unawareness of differences between these terms was relatively more represented among the respondents from Spain, while the respondents from Finland demonstrated the greatest awareness of differences between these terms. Thus, the results suggest that there are still gaps even in the very basic knowledge, which calls for educational/training programs, which would address such gaps and enhance the understanding of the concept of SI.
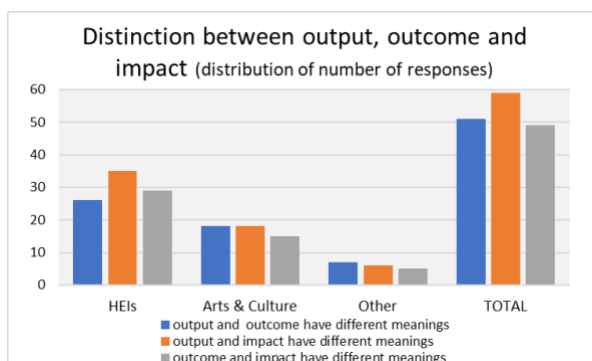

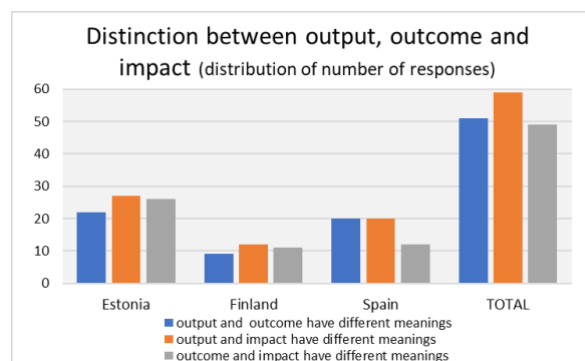Figure 6A. Distinction between output, outcome and SI, by types of institutions.

Figure 6B. Distinction between output, outcome and SI, by countries.

According to the respondents' prevailing understanding, in general, the assessment of SI should focus on the study of impacts on local level only. Such viewpoint was foremost characteristic to respondents from Spain and Finland, while the respondents from Estonia predominantly shared the viewpoint that SI should address impacts on state-level. It is possible that such cross-country differences could be explained by the differences in the size of countries and target markets of institutions surveyed. The

need to address impacts at global level were expressed by approximately one fifth of respondents. The idea that SI assessment should focus on narrow target group only, was supported by few respondents only (see Figure 7A and 7B). This suggests that majority of respondents recognize that the impacts from activities can extend also beyond the impacts on target group, although, in practice, this possibility seems to be often ignored.
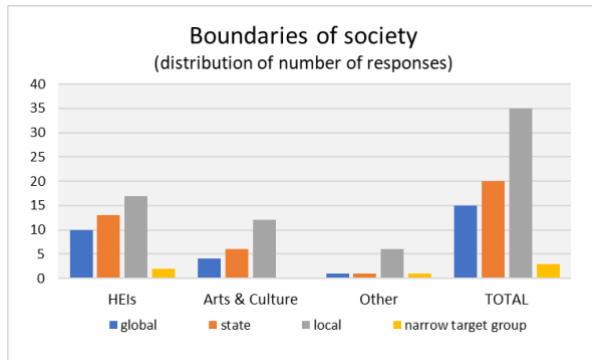

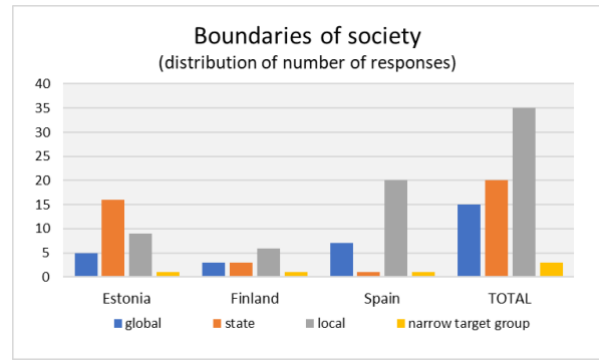Figure 7A. Interpretation of the boundaries of society, by types of institutions.

Figure 7B. Interpretation of the boundaries of society, by countries.

Most of the variation in interpretation of SI, however, seems to arise from the differences in the understanding of what types of impacts should be relevant in the assessment of SI. Even though, all the listed impacts were conceptually relevant from the point of view of SI assessment, surprisingly, there were only very few respondents, who recognized it. This suggests that there are gaps in respondents' conceptual understandings of SI, although the possibility that relevant types of impacts were identified based on pragmatic considerations in SI assessment, cannot be ruled out either. While there is diversity of opinions, overall the opinions on relevant types of impacts seem to be slightly skewed towards positive, intended, long-term, quantifiable and non-monetary impacts (see Table 2).

In general, the SI seems to be conceptually better understood in Finland (at least in Finnish HEIs, where the regular assessment and reporting of SI is foreseen by regulations) than in Estonia or Spain, as revealed by the respondents' ability to identify relevant types of impacts. Thus, the concept of SI seems to have found more in-depth consideration in Finland than in Estonia and Spain, at least in those organizations, which participated in the survey. It is also important to note that there is notably less variability in the recognition of relevant types of impacts among the respondents from Finland as compared to the respondents from Estonia or Spain.

Table 2. Types of impacts, which were identified by respondents as relevant in the context of SI
(number of responses and as a % from total number of respondents of a given type)

	By type of institution			By country			TOTAL
	HEIs	Arts & Culture	Other	Estonia	Finland	Spain	
Total number of institutions	42	22	9	31	13	29	73
of these, recognizing the relevance of							
intended impacts	27 (64%)	14 (64%)	6 (67%)	20 (65%)	9 (69%)	18 (62%)	47 (64%)
non-intended impacts	25 (60%)	14 (64%)	5 (56%)	19 (61%)	9 (69%)	16 (55%)	44 (60%)
positive impacts	34 (81%)	16 (73%)	6 (67%)	22 (71%)	13 (100%)	21 (72%)	56 (77%)
negative impacts	32 (76%)	15 (68%)	5 (56%)	21 (68%)	12 (92%)	19 (66%)	52 (71%)
material impacts	30 (71%)	12 (55%)	3 (33%)	18 (58%)	12 (92%)	15 (52%)	45 (62%)
non-material impacts	28 (67%)	13 (59%)	4 (44%)	18 (58%)	12 (92%)	15 (52%)	45 (62%)
direct impacts	32 (76%)	18 (82%)	6 (67%)	22 (71%)	12 (92%)	22 (76%)	56 (77%)
indirect impacts	31 (74%)	21 (95%)	4 (44%)	24 (77%)	11 (85%)	21 (72%)	56 (77%)
short-term impacts	31 (74%)	17 (77%)	5 (56%)	21 (68%)	12 (92%)	20 (69%)	53 (73%)
long-term impacts	35 (83%)	20 (91%)	5 (56%)	26 (84%)	13 (100%)	21 (72%)	60 (82%)
quantifiable impacts	25 (60%)	11 (50%)	4 (44%)	14 (45%)	12 (92%)	14 (48%)	40 (55%)
non-quantifiable impacts	24 (57%)	12 (55%)	3 (33%)	13 (42%)	12 (92%)	14 (48%)	39 (53%)
monetary impacts	24 (57%)	12 (55%)	1 (11%)	13 (42%)	11 (85%)	13 (45%)	37 (51%)
non-monetary impacts	24 (57%)	15 (68%)	2 (22%)	17 (55%)	11 (85%)	13 (45%)	41 (56%)
do not know	6 (14%)	1 (5%)	1 (11%)	4 (13%)	0 (0%)	4 (14%)	8 (11%)

As expected, vast majority of respondents agreed that the SI does not have to be measured in monetary units (see Figure 8A and 8B).
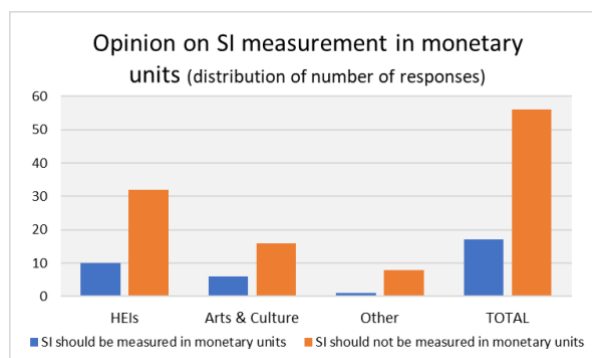

Figure 8A. Perception of the need to measure SI in monetary units, by types of institutions.
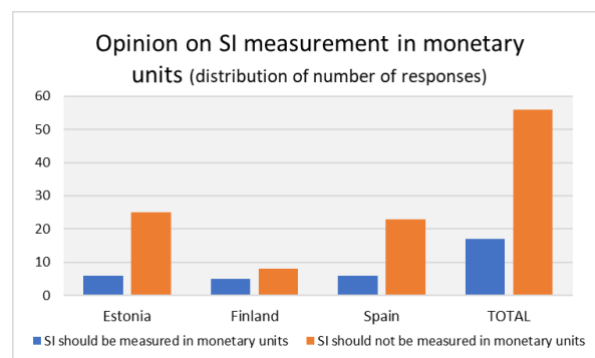

Figure 8B. Perception of the need to measure SI in monetar unitsy, by countries.

3. Evaluation of societal impact in practice

According to the survey results, SI assessment is a regular or at least an occasional practice in vast majority of institutions surveyed. Regular evaluation of SI is foremost characteristic to HEIs and other educational institutions. For organizations of arts and culture, SI assessment is still a rather occasional practice, although, in general, these organizations have a longer-term experience in SI evaluation than educational institutions. There are also notable cross-country differences. While SI assessment seems to be a regular practice in Finland and Spain, it is still a rather occasional practice in Estonia, where the organizations, in general, have a shorter period of experience in SI assessment compared to their counterparts in Finland and Spain (see Figures 9A and 9B, as well as Figures 10A and 10B).
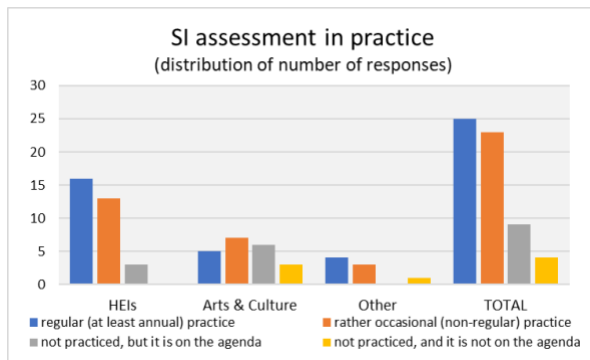
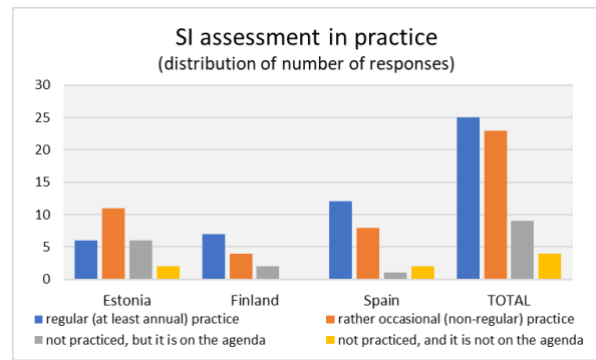Figure 9A. SI assessment in practice, by types of institutions.

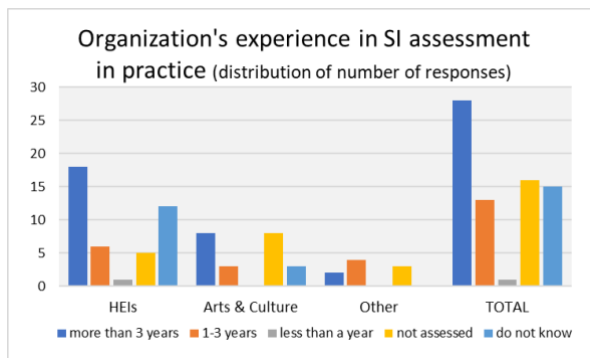Figure 9B. SI assessment in practice, by countries.

Figure 10A. Organization's experience in SI assessment in practice, by types of institutions.
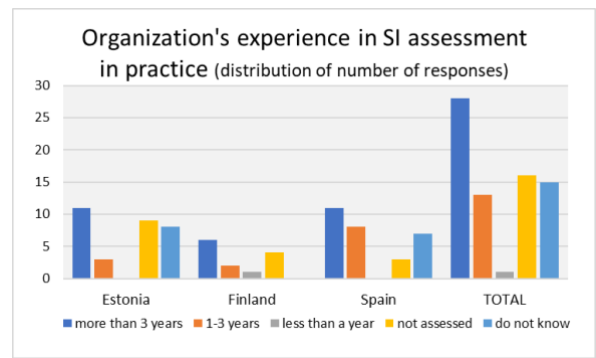

Figure 10B. Organization's experience in SI assessment in practice, by countries.

Such differences across countries and types of institutions seem to be partly explained by the existing differences in the requirements set by regulatory frameworks or by funders. In Finland and in HEIs, where the SI assessment is a rather regular practice, the regularity of assessment of SI seems to be predominantly imposed by external factors (by regulation or requirements set by funders) rather than induced by internal needs. In contrast, the SI assessment in studied organizations in Estonia and Spain, tends to be driven rather by internal needs than reasoned by external factors (see Figure 11A and 11B).
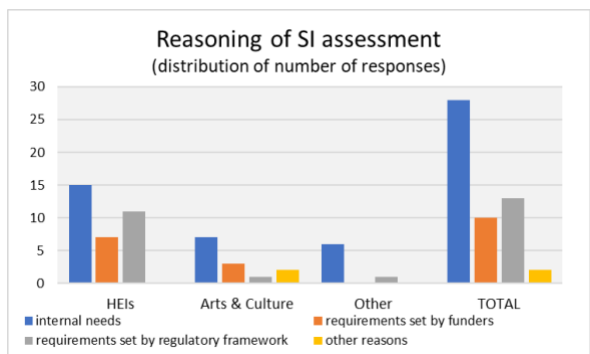

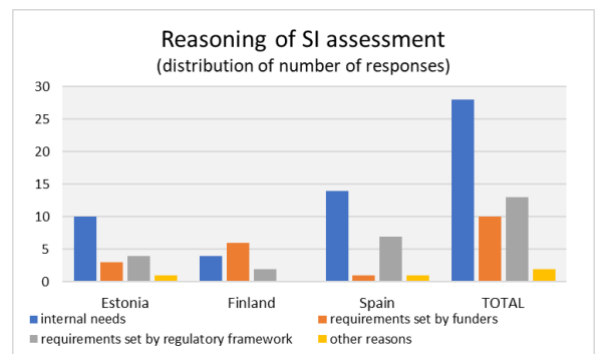Figure 11A. Reasoning for SI assessment., by types of institutions.

Figure 11B. Reasoning for SI assessment, by countries.

Overall, the respondents perceive that SI evaluation has firmly gained more relevance and importance in their organizations over time. Such opinion was particularly common among representatives of HEIs and was characteristic also to ca 2/3 of respondents from organizations in the field of arts and culture (see Figure 12A and 12B).

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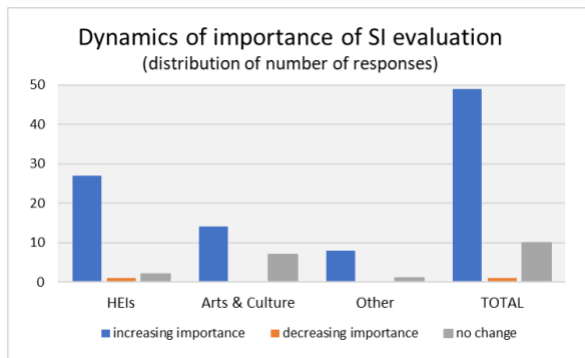Institution for
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Figure 12A. Dynamics of the importance of SI evaluation, by types of institutions.
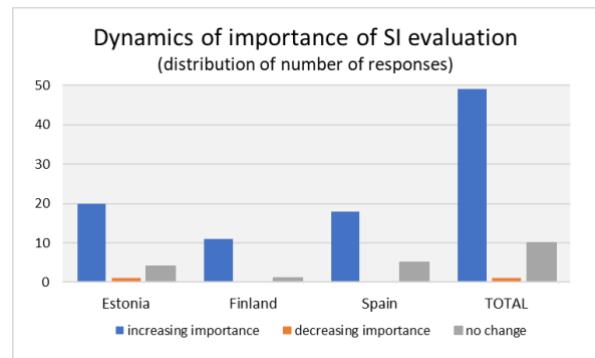

Figure 12B. Dynamics of the importance of SI evaluation, by countries.

Typically, SI evaluation is applied with regard to selected activities only. All activities are reportedly subject to SI evaluation in ca a quarter of organizations only (see Figure 13A and 13B). In relative terms, such practice seems to be more widespread in Finland than in Spain or Estonia. It is also worthwhile to point out that 1/5 of all respondents, whereas a quarter of respondents from Estonia, did not know if the SI assessment is applied with regard to all or just selected activities in their organization, which tends to suggest that there are deficiences in internal SI-related communication in these organizations.
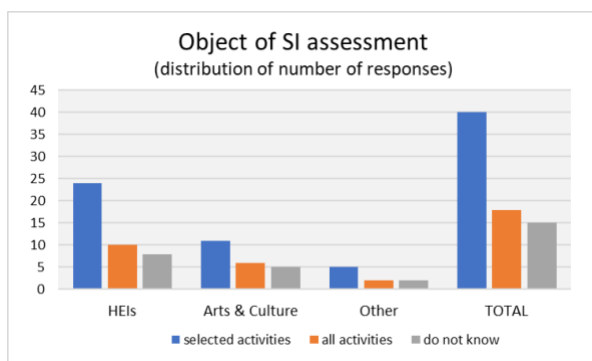

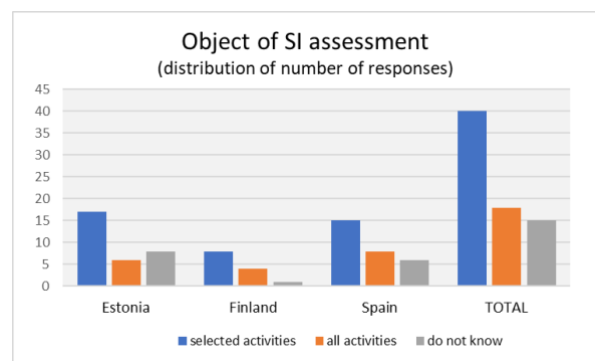Figure 13A. Object of SI assessment, by types of institutions.

Figure 13B. Object of SI assessment, by countries.

By far, the most common type of SI evaluation is *ex post* evaluation (see Figure 14A and 14B). *Ex ante* evaluation is seldom practiced, which tends to suggest that SI has not yet established itself as a decision-making criterion in managerial decision making in the institutions and countries studied, despite of respondents claims that SI is a formal decision-making criterion (see Figure 23A and 23B). Namely, although the retrospective assessment of SI can be helpful in forward-looking decision-making, such information on SI of activities/programs/projects completed in the past, serves as an input for estimation of SI of planned activities/programs/projects, i.e. for *ex ante* evaluation of SI, rather than an evaluation criterion on its own. Hence, some doubts can be raised about the declared importance of SI as a decision-making criteria, especially in comparison to financial criteria.
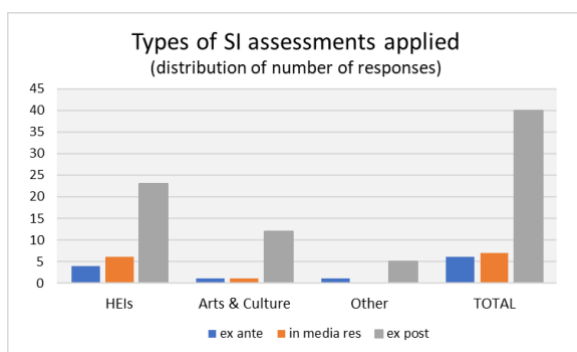
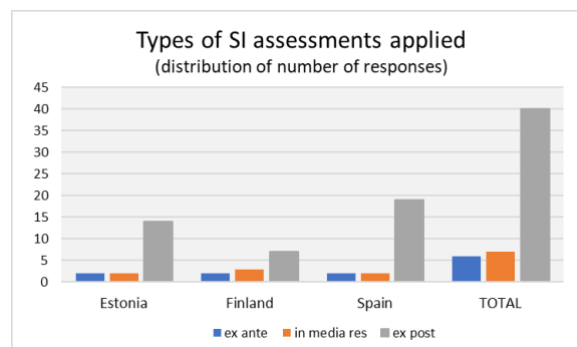Figure 14A. Types of SI assessments practiced, by types of institutions.

Figure 14B. Types of SI assessments practiced, by countries.

The assessment of SI of activities/projects/programmes typically occurs either immediately after the end of activities/projects/programmes, or with a lag of one month to one year (see Figure 15A and 15B). Thus, the focus of SI assessments is rather short-term than long-term, although most of the respondents acknowledge that the impact of activities completed does not reveal itself immediately, but with a time lag (see Figure 16A and 16B).
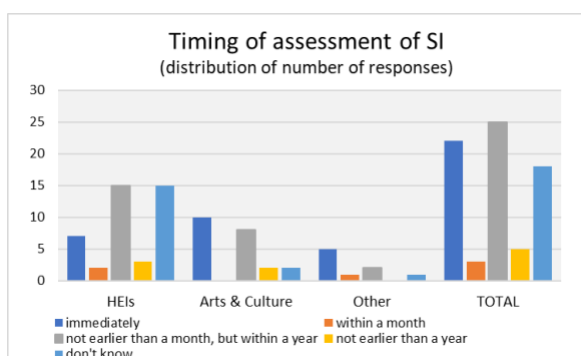

Figure 15A. Timing of assessment of SI, by types of institutions.
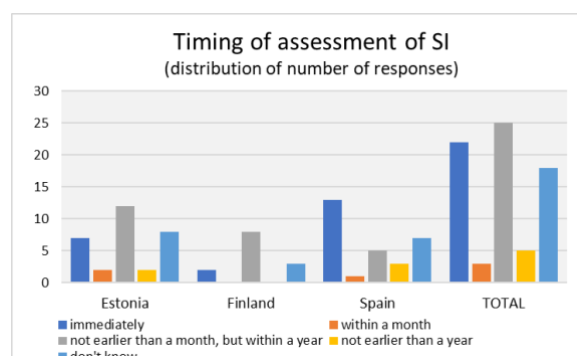

Figure 15B. Timing of assessment of SI, by countries.
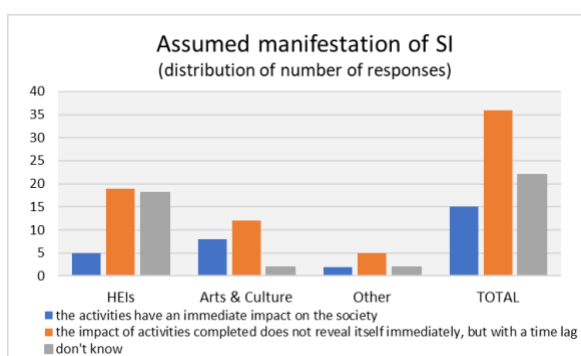
Figure 16A. Assumed manifestation of SI, by types of institutions.
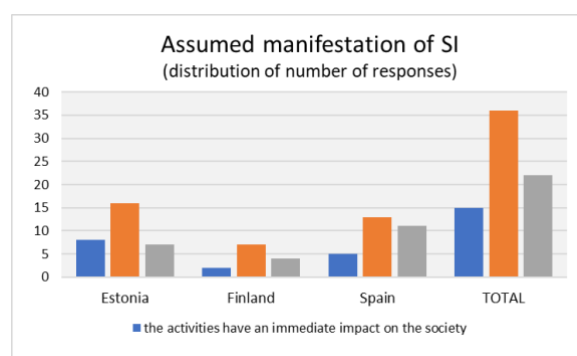
Figure 16B. Assumed manifestation of SI, by countries.

In general, the assessment of SI of activities/projects/programmes is predominantly carried out by the organization's employees themselves (see Figure 17A and 17B) either by using the methodology elaborated by the organization itself (which is more typical case), or by applying methodologies adopted from external sources (which is practiced by ca a quarter of organizations surveyed) (see Figure 18A and 18B). Outsourcing of SI assessment is a rather rare practice, despite of recognition of the lack of knowledge in evaluation methodologies by organizations surveyed (see Figure 22A and 22B)

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and despite of the lack of well-established procedures/guidelines for the assessment of SI in majority of organizations surveyed (see Figure 19A and 19B). Limited use of external experts is likely to be explained by the extra financial costs associated with outsourcing the SI assessment and by a dominant perception that the benefits derived from SI evaluation are either non-monetary or uncertain (see Figure 29A and 29B). Hence, for organizations, which decisions are primarily still guided by financial considerations, it is hard to find financial justification for monetary outlays, which expected return, in financial terms, is unclear.
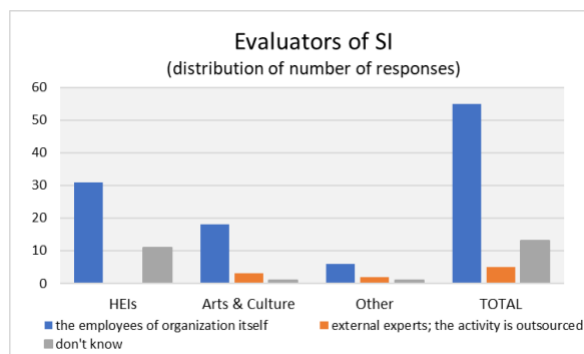

Figure 17A. Evaluators of SI, by types of institutions.
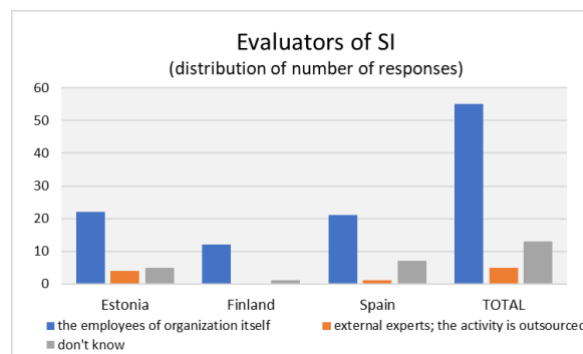
Figure 17B. Evaluators of SI, by countries.
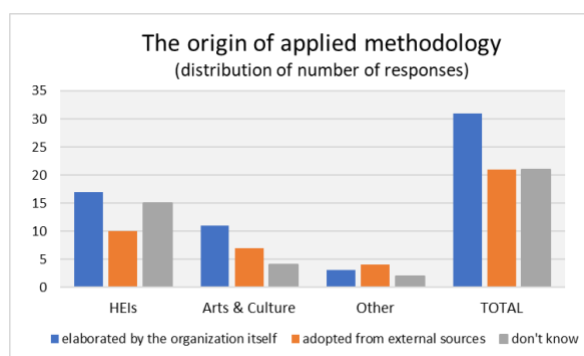
Figure 18A. The origin of applied methodology for SI assessment, by types of institutions.
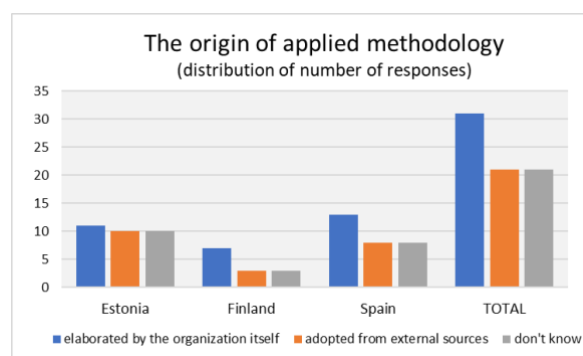
Figure 18B. The origin of applied methodology for SI assessment, by countries.
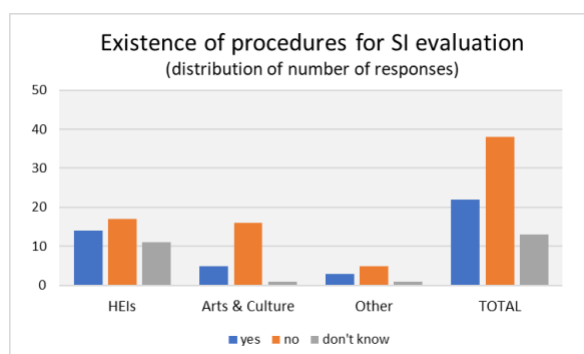
Figure 19A. Existence of well-established procedures /guidelines for evaluation of SI, by types of institutions.
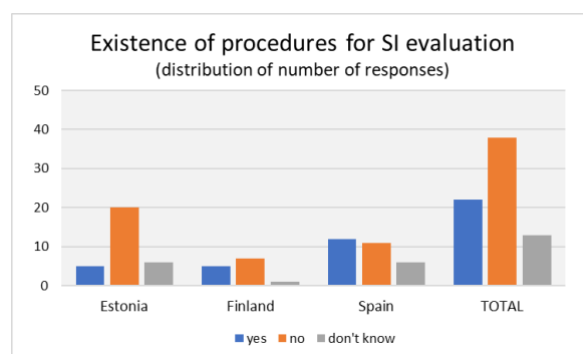
Figure 19B. Existence of well-established procedures /guidelines for evaluation of SI, by countries.

Such evidence on widespread reliance on own methodology and fundamental differences in understandings of the concept of SI, which were revealed earlier by the survey, suggest that the fundamental principles used in evaluation of SI can also vary significantly across organizations and countries. In fact, the survey results provide further evidence in support of this claim and reveal several

severe and widespread shortcomings in the practice of SI evaluation. One of such methodology-related shortcomings in the evaluation of SI, is its non-comprehensiveness and biasedness towards positive, intended, direct and short-term impacts. This observation is universal and holds institution-wise as well as country-wise (see Table 3). Comprehensive approach, which accounts for all potentially relevant types of impacts (which were listed under the survey question) is followed by very few organizations only. Hence, unless clear and harmonized methodological guidelines exist and are universally adopted, the SI reported by organizations, should be viewed as uncomparable across organizations and countries, unless there is evidence that the reported SI is based on comparable underlying conceptual understandings and applied methods. Such evidence on significant variation of understandings suggests that there is a need for harmonized methodological guidelines for SI assessment in the organizations of education, arts and culture.

Table 3. The types of impacts accounted in the evaluation of SI in organizations represented by respondents *(number of responses and as a % from total number of respondents of a given type)*

	By type of institution			By country			TOTAL
	HEIs	Arts & Culture	Other	Estonia	Finland	Spain	
Total number of institutions	42	22	9	31	13	29	73
of these, recognizing the relevance of							
intended impacts	23 (55%)	13 (59%)	4 (44%)	14 (45%)	9 (69%)	17 (59%)	40 (55%)
non-intended impacts	11 (26%)	12 (55%)	2 (22%)	12 (39%)	2 (15%)	11 (38%)	25 (34%)
positive impacts	30 (71%)	15 (68%)	6 (67%)	20 (65%)	10 (77%)	21 (72%)	51 (70%)
negative impacts	20 (48%)	15 (68%)	3 (33%)	17 (55%)	7 (54%)	14 (48%)	38 (52%)
material impacts	20 (48%)	8 (36%)	1 (11%)	9 (29%)	9 (69%)	11 (38%)	29 (40%)
non-material impacts	18 (43%)	8 (36%)	1 (11%)	10 (32%)	8 (62%)	9 (31%)	27 (37%)
direct impacts	26 (62%)	11 (50%)	3 (33%)	13 (42%)	11 (85%)	16 (55%)	40 (55%)
indirect impacts	14 (33%)	9 (41%)	2 (22%)	12 (39%)	4 (31%)	9 (31%)	25 (34%)
short-term impacts	20 (48%)	12 (55%)	3 (33%)	12 (39%)	8 (62%)	15 (52%)	35 (48%)
long-term impacts	16 (38%)	9 (41%)	2 (22%)	10 (32%)	7 (54%)	10 (34%)	27 (37%)
quantifiable impacts	17 (40%)	8 (36%)	1 (11%)	6 (19%)	8 (62%)	12 (41%)	26 (36%)
non-quantifiable impacts	10 (24%)	6 (27%)	0 (0%)	5 (16%)	7 (54%)	4 (14%)	16 (22%)
monetary impacts	16 (38%)	5 (23%)	1 (11%)	7 (23%)	6 (46%)	9 (31%)	22 (30%)
non-monetary impacts	8 (19%)	5 (23%)	0 (0%)	4 (13%)	5 (38%)	4 (14%)	13 (18%)
do not know	11 (26%)	3 (14%)	2 (22%)	9 (29%)	1 (8%)	6 (21%)	16 (22%)

In order to assess SI of activities/projects/programs, the organizations collect most frequently data on the total number of participants in activities/projects/programs. This holds across types of institutions as well as across the countries studied. The other two most frequently collected data are financial costs and revenues, and media coverage of activities/projects/programs. Collection of data on behavioral changes, or changes in perceptions, is by far less common practice according to the participants of survey (see Table 4). In addition to the above-mentioned data, also the data on the changes in the income of graduates, data from digital analytics, and data gathered via self-assessment of SI by the organization, were mentioned as the data collected, although, each of these was outlined by one respondent only. Thus, overall, the survey results tend to suggest that organizations collect rather output-related data than data, which conceptually should be more essential for SI assessment (e.g. changes in the behavior, conditions or perceptions of people). For instance, the number of participants reveals the ability to engage people in various activities/projects/programs, but it does not necessarily imply an impact. Impact, in order to occur, requires also changes in the behavior, conditions or perceptions of people. Such very essence of the concept of SI seems to be more understood in Finland and Spain than in Estonia, as the share of organizations, which collect data on the changes in the

perceptions of people involved in activities/projects/programmes (via surveys), is relatively larger in Finland and Spain than in Estonia (see Table 4).

Table 4. Data collected for evaluation of SI in organizations represented by respondents *(number of responses and as a % from total number of respondents of a given type)*

	By type of institution			By country			TOTAL
	HEIs	Arts & Culture	Other	Estonia	Finland	Spain	
Total number of institutions	42	22	9	31	13	29	73
of these, collecting data on							
number of participants	35 (83%)	21 (95%)	6 (67%)	27 (87%)	10 (77%)	25 (86%)	62 (85%)
financial costs and revenues	25 (60%)	14 (64%)	3 (33%)	20 (65%)	8 (62%)	14 (48%)	42 (58%)
media coverage	22 (52%)	15 (68%)	5 (56%)	19 (61%)	7 (54%)	16 (55%)	42 (58%)
behavioral changes of people involved	12 (29%)	6 (27%)	4 (44%)	8 (26%)	4 (31%)	10 (34%)	22 (30%)
changes in the perceptions of people involved	16 (38%)	7 (32%)	4 (44%)	9 (29%)	5 (38%)	13 (45%)	27 (37%)
changes in the perceptions of general public	11 (26%)	6 (27%)	2 (22%)	8 (26%)	3 (23%)	8 (28%)	19 (26%)
other data	3 (7%)	0 (0%)	0 (0%)	1 (3%)	1 (8%)	1 (3%)	3 (4%)
don't know	4 (10%)	1 (5%)	0 (0%)	2 (6%)	2 (15%)	1 (3%)	5 (7%)

The predominant source of SI-related-data for organizations are the surveys among the participants in activities/projects/programmes. Interviews with participants serve as the second most important source of data for evaluation of SI. However, the use of interviews is significantly less common than the use of surveys, which is likely to be reasoned by cost differences (both in financial terms as well as time-wise) of these methods. Surveys among general public are used rather seldom, by slightly less than one fifth of respondents. Google Analytics and publicly available statistical databases are each used for obtaining SI-related data by approximately a quarter of respondents (see Figure 20A and 20B). Thus, also the type of data collected and the sources of data used reveal that the institutions seem to follow mostly a narrow approach and tend to focus on intended impacts among the participating target groups only, ignoring thus the possibility that the impact can extend beyond of those who participate in activities/projects/programmes.
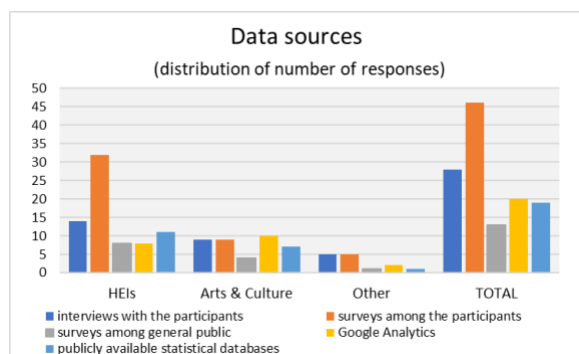

Figure 20A. Sources of data collected for evaluation of SI, by types of institutions.
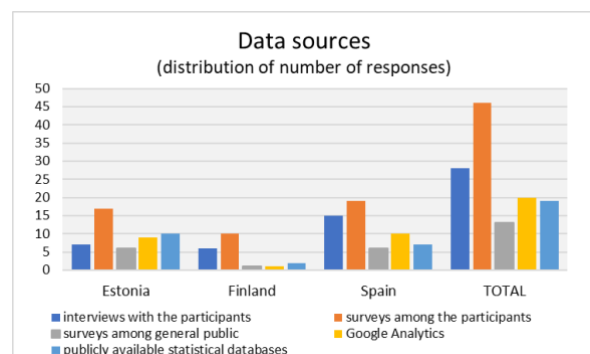

Figure 20B. Sources of data collected for evaluation of SI, by countries.

The survey also reveals that, in general, the methodologies applied in SI assessment in the organizations studied, fail to address causality (see Figure 21A and 21B). A bit more than 2/5 of respondents admit that the methodology applied in their organization does not address causality. Only 1/5 of respondents claim that the causality is addressed in SI evaluation in their organization. The rest of respondents were not knowledgable about this characteristic of methodology, which tends to suggest that the causality has not found sufficient attention and is rather likely to be unaddressed in the evaluation of SI in the organizations, which they represent. Widespread ignorance of verification

of causality in SI assessment raises the questions about the validity of estimated and reported SIs. Considering the self-interests of organizations and evidence on the biasedness in the SI evaluation (towards positive and intended impacts), such ignorance of causality is likely to result in overestimated (positive) SI. Therefore, unless the organizations provide data-based and methodologically sound verification that the (positive) changes occurred are (entirely or partly) attributable to organization's activities/projects/programmes, the estimated and reported SI can't be viewed as sufficiently reliable.
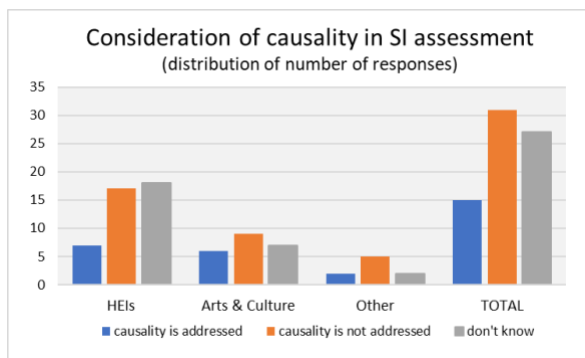

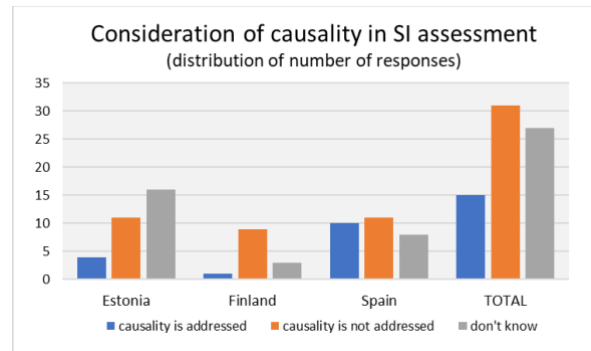Figure 21A. Consideration of causality in SI assessment, by types of institutions.

Figure 21B. Consideration of causality in SI assessment, by countries

While methodological issues and the lack of sufficient knowledge in evaluation methodologies seem to be the most important issues that organizations face in SI evaluation, there are also other remarkable obstacles, which hamper wider (or more frequent) application of assessment of SI in organizations studied. According to the survey, such obstacles are the data-related issues and financial costs associated with the assessment of SI. The main obstacles, however, somewhat vary across countries and types of institutions (see Figure 22A and 22B). While HEIs consider the lack of knowledge in evaluation methodologies as the main obstacle, at the same time the organizations in the field of arts and culture acknowledge the lack of qualified personnel as the main obstacle in wider application of SI evaluation. Although the survey reveals rather widespread shortcomings in understanding of SI at the conceptual level, only few of the respondents regard such shortcomings in conceptual understanding, as the main obstacle for wider application of SI assessment.
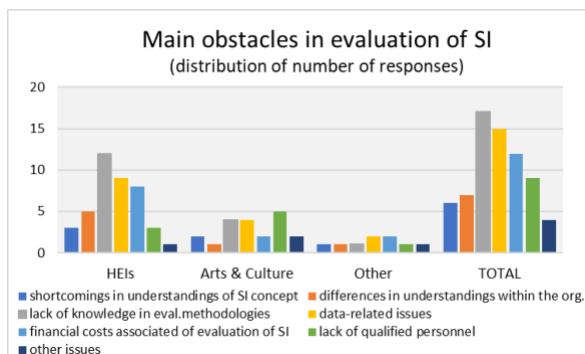

Figure 22A. Main obstacles in evaluation of SI, by types of institutions.
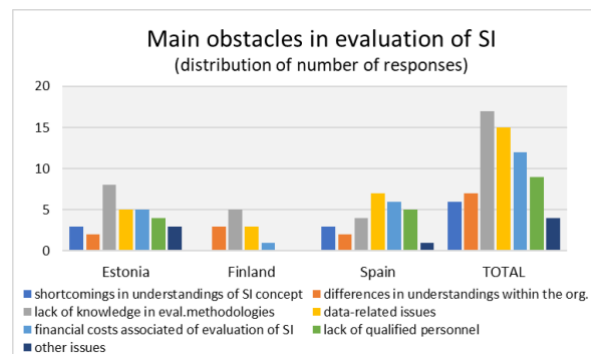

Figure 22B. Main obstacles in evaluation of SI, by countries.

3. Consideration of societal impact in the managerial decision-making process

Despite of issues faced in evaluation of SI, the expected SI has established itself as a formal decision-making criterion in majority of organizations represented by respondents. Moreover, almost a quarter of respondents consider it even as more important than the financial criteria in the decision-making process in their organizations. In general, however, the number of organizations (among the respondents), where financial criteria dominate, overweights the number of organizations, where the expected SI has gained more important role than financial considerations in the managerial decision-making process (see Figure 23A and 23B). The importance of expected SI as a decision-making criterion, however, varies across types of organizations and countries. It is relatively more important in cultural and arts organizations than in educational organizations. As much as 45% of representatives of cultural and arts organizations assigned larger role for expected SI than to the financial criteria in the decision-making process in their organizations. For comparison, the corresponding figure for HEIs was 9.5% and for other educational institutions (other than HEIs) it was 33%. According to the survey results, the SI as a managerial decision-making criterion, has established itself relatively more in Spain than in Finland or Estonia. Regardless of the country or type of institution considered, there is rather general perception among the respondents that the importance of SI-related information in the managerial decisions, and therefore, in internal use in organizations, has increased over the time (see Figure 24A and 24B).
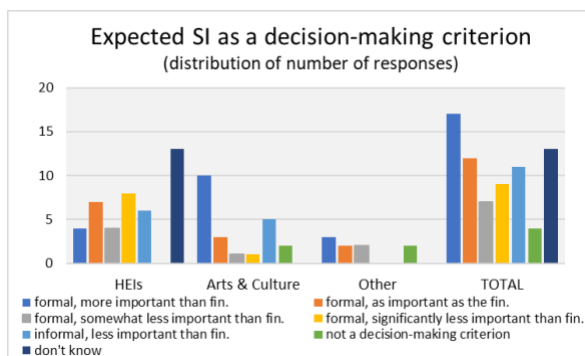

Figure 23A. Expected SI as a decision-making criterion, by types of institutions.
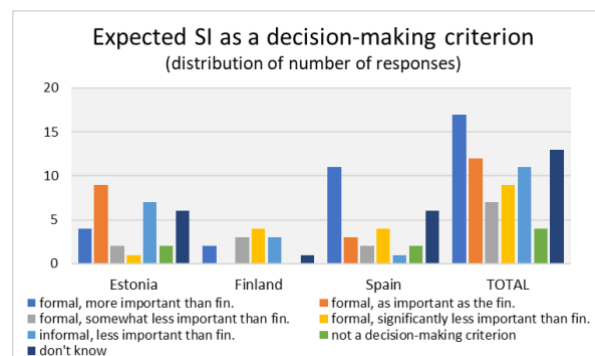
Figure 23B. Expected SI as a decision-making criterion, by countries.

Figure 24A. Perceived change in the importance of SI in managerial decision making, by types of institutions.
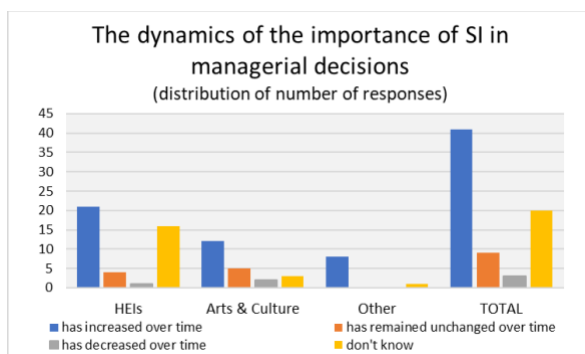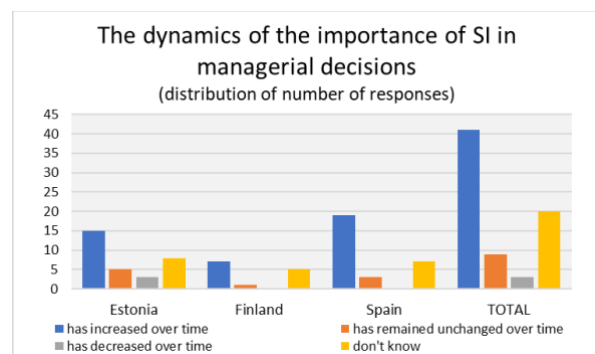

Figure 24B. Perceived change in the importance of SI in managerial decision making, by countries.

The SI as an assessment criterion is used predominantly at organizational level, but it is rather frequently (in case of more than 1/3 of organizations surveyd) applied also for evaluation of projects.

Application of SI as an assesment criterion at structural unit or programme level, is practiced in just slightly more than 1/5 of organizations surveyed. SI-based-assessment of performance at individual level, is less common, but still used by some organizations, foremost by some HEIs (see Figure 25A and 25B).
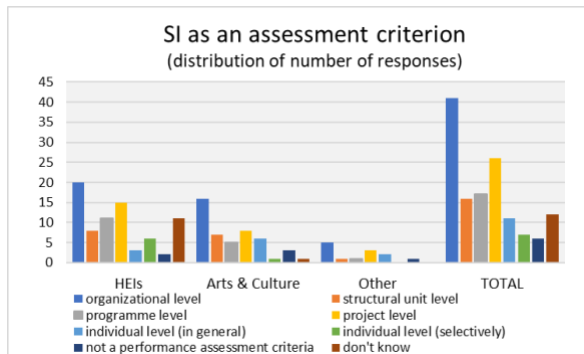

Figure 25A. SI as an assessment criterion, by types of institutions.
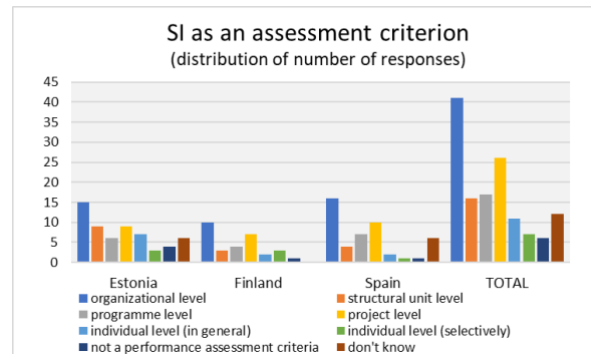

Figure 25B. SI as an assessment criterion, by countries.

Understanding of organization's own SI, either at organizational or activity-level, is firmly regarded by respondents as important for the organization (see Figure 26A and 26B).
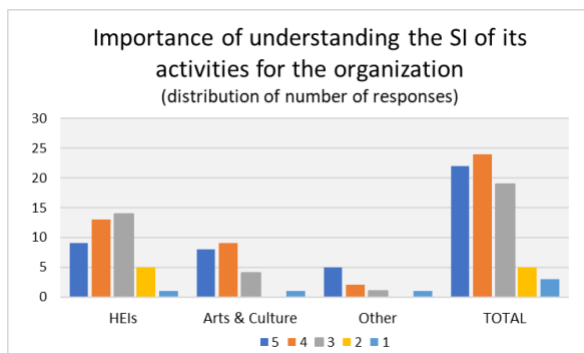

Figure 26A. Importance of understanding the SI of its activities for the organization, by types of institutions. Note: on 5- point scale in ascending order.
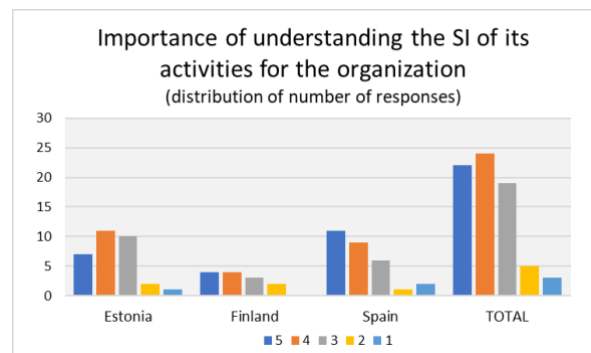

Figure 26B. Importance of understanding the SI of its activities for the organization, by countries. Note: on 5-point scale in ascending order.

One of the reasons why organizations try to understand, consider and report their SI, is probably the perception that there is demand for such information not only by insiders, but also by the organization's other stakeholders as well as by the society, as a whole. As the survey results reveal, the perception that disclosed information on SI is monitored by stakeholders and matters to them (as well as to the society), is rather widespread. 2/3 of the respondents share the opinion that SI-related information is monitored by stakeholders, whereas a quarter of respondents perceive that the disclosed information on organization's SI is monitored even by all the organization's main stakeholders. Perception that SI-related information is monitored by the stakeholders is relatively more widespread among the representatives of organizations of arts and culture, than among the respondents from educational institutions. There are no significant differences in the distribution of perceptions country-wise (see Figure 27A and 27B). It is interesting to note that, although 2/3 of respondents believe that the SI-related information is monitored by the stakeholders, only half of the respondents perceive that the SI-related information also matters to the society (see Figure 28A and 28B). Almost half of respondents also perceive that there are clear benefits from the assessment and

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reporting of SI for the reporting organization. Such clear benefits are presumed to be of non-monetary rather than of monetary type benefits (see Figure 25A and 25B). The share of those organizations, which do not associate SI assessment and reporting with benefits, is very low. Only 6 respondents (ca 8% of respondents) shared the opinion that assessment and reporting of SI does not bring benefits.
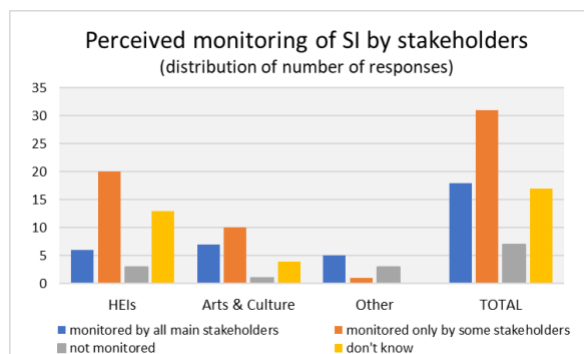
Figure 27A. Perception about the monitoring of disclosed SI related information by stakeholders, by types of institutions.
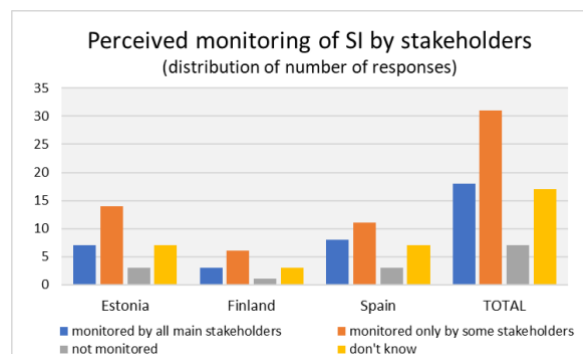
Figure 27B. Perception about the monitoring of disclosed SI related information by stakeholders, by countries.
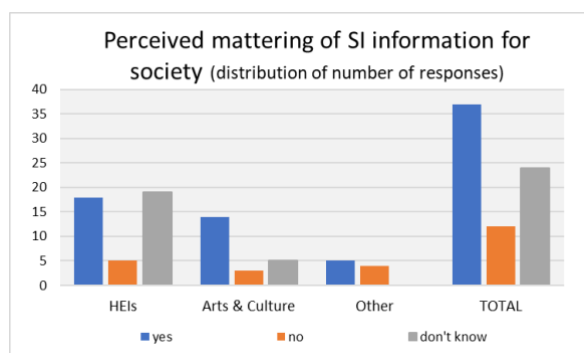
Figure 28A. Perception about monitoring and mattering of disclosed SI related information to the society, by types of institutions.
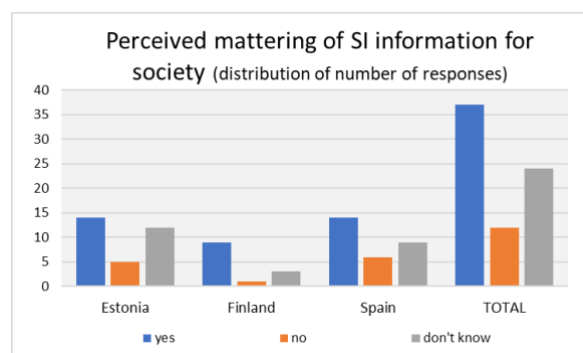
Figure 28B. Perception about monitoring and mattering of disclosed SI related information to the society, by countries.
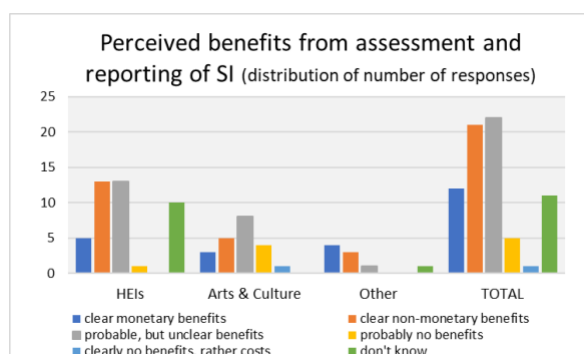
Figure 29A. Perceived benefits from assessment and reporting of SI, by types of institutions.
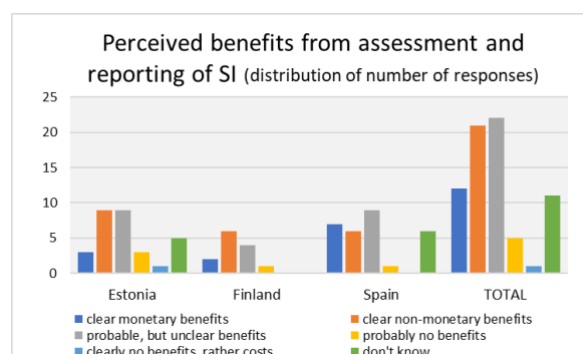
Figure 29B. Perceived benefits from assessment and reporting of SI, by countries.

To meet the (perceived) external demand and regulatory requirements, most of the organizations studied, report and disclose their SI to the public. However, as the survey results reveal, there is also relatively large number (1/5 of respondents) of those organizations, which do not report and disclose their SI (see Figure 30A and 30B). Reporting and disclosing of SI is a regular (at least an annual) practice

in ca 1/3 of organizations, mostly in HEIs. It is by far more common practice in Finland than in Spain or Estonia. In latter, the regular (annual) reporting occurs in only 16% of organizations studied. However, the widespread practice of regular reporting of SI in Finland is rather driven by externally imposed requirements than by other factors. In fact, external factors seem to be the general dominant driver of SI reporting and disclosing. Almost 2/3 of respondents regard regulatory or funders' requirements as the main reason for reporting and disclosing SI reports. In contrast, only ca 1/3 of organizations seem to practice it „voluntarily" and view such SI reports as marketing tools (see Figure 31A and 31B). It is also worthwhile to note that ca 1/10 of organizations admit that they report and disclose their SI only if there is positive impact to report, which provides evidence in support of the hypothesis that the estimated SI and SI reports are likely to be positively biased.
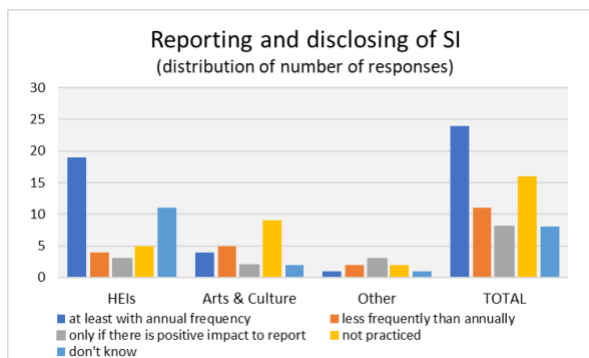
Figure 30A. Reporting and disclosing of SI to the public, by types of institutions.
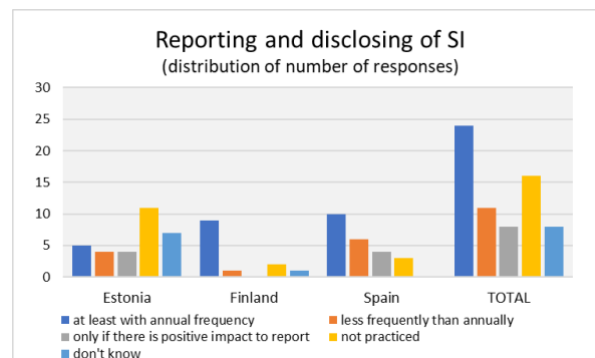
Figure 30B. Reporting and disclosing of SI to the public, by countries.
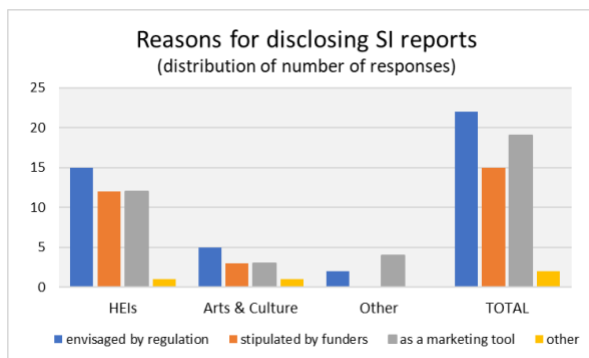
Figure 31A. Reasons for reporting and disclosing of SI to the public, by types of institutions.
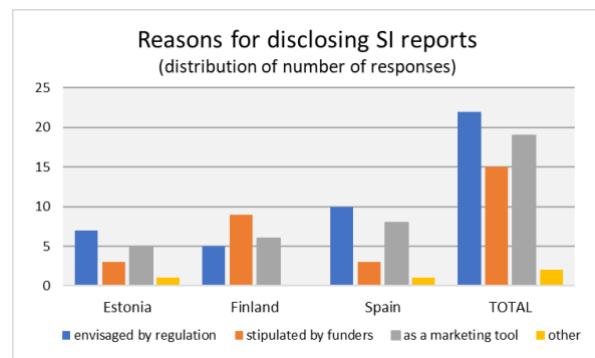
Figure 31B. Reasons for reporting and disclosing of SI to the public, by countries.

Internally, the SI-related information is mostly used by organizations for designing and making changes in activities, but also in strategy formation. SI-based remuneration of employees, is a rather rare practice, which was reported by 2 HEIs and 3 organizations of arts and culture in Estonia and by 1 HEI in Finland (see Figure 32A and 32B). Among other uses of SI-related information, the respondents outlined the use of SI-related information for communication, marketing and political purposes. Of these, the use of SI-related information for marketing purposes, prevails as suggested also by Figure 31A and 31B.
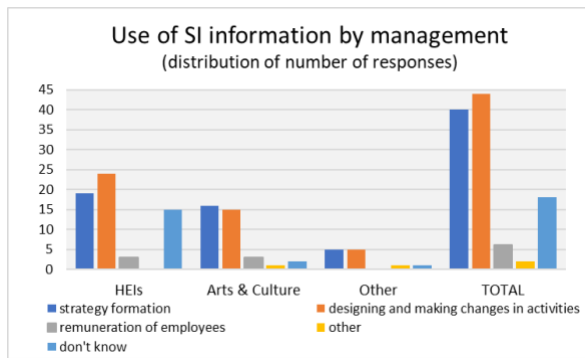
Figure 32A. Use of information on SI in the managerial decision making, by types of institutions.
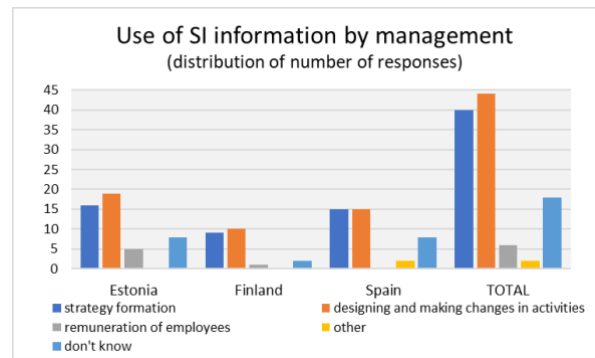
Figure 32B. Use of information on SI in the managerial decision making, by countries.

Although comparability of SI of different activities is a desirable (or even a necessary) feature for managerial SI-based-decision-making purposes, only about 40% of respondents report that the organization, which they represent, compares SI of different activities. Ca 20% of respondents state that there is no comparison of SI of different activities undertaken in their organization (see Figure 33A and 33B).
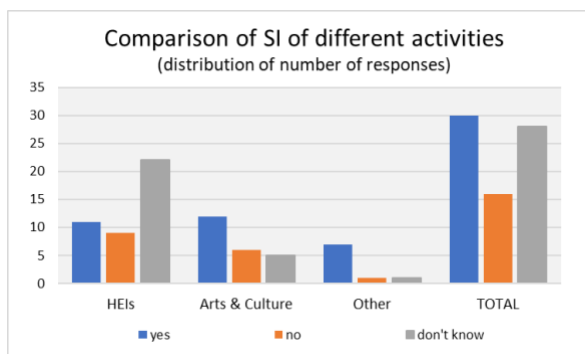
Figure 33A. Comparison of SI of different activities /projects/programs, by types of institutions.
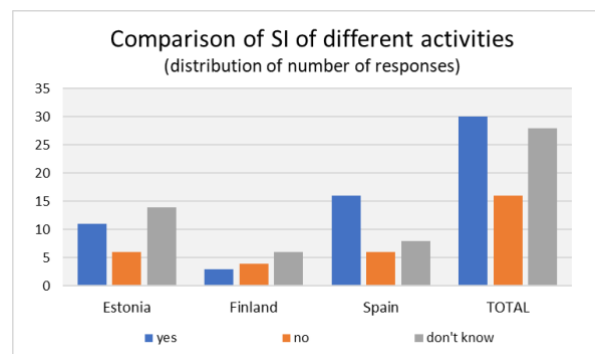
Figure 33B. Comparison of SI of different activities /projects/programs, by countries.

In those organizations, where the comparison of SI of different activities is applied, such comparision is most frequently based on the number of people engaged or reached. This is characteristic to all types of organizations considered and holds also country-wise. Indeed, the use of number of participants as a basis for comparison of SI of different activities, deserves criticism, as the larger number of participants does not necessarily imply greater impact. The second most frequently used basis for comparison of SI of different activities, is the publicity in public or social media. However, it is used for SI comparisons predominantly in cultural and arts organizations, and only seldomly in educational institutions. Assigning monetary value to SI and using monetary estimates of SI for comparison of SI of different activities, is rather rare and practiced by very limited number of institutions only (see Figure 34A and 34B).

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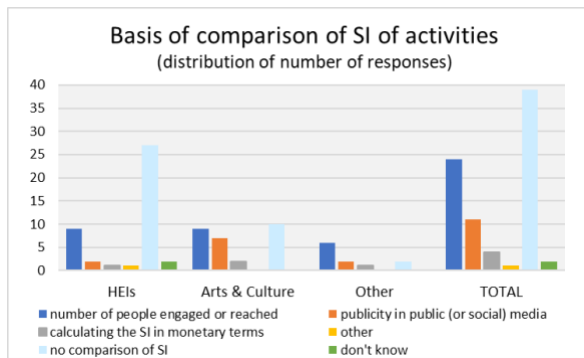
Figure 34A. The basis of comparison of SI of different activities /projects/programs, by types of institutions.
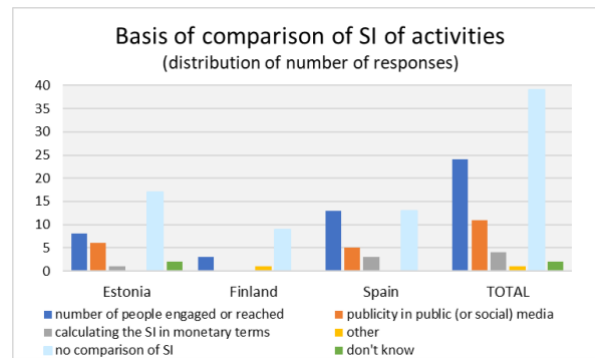
Figure 34B. The basis of comparison of SI of different activities /projects/programs, by countries.

Distribution of methodological guidelines and offering of specialized training courses were viewed as the two most important measures, which would improve the understanding of the concept of SI and increase its importance in the society. Need for these measures was expressed by ca 2/5 of respondents and was foremost recognized by representatives of HEIs. The need for more media coverage on SI and introduction of formal requirements to assess and report SI of publicly funded activities, were considered as necessary measures by ca 1/3 of respondents, whereas the increased media coverage on SI, was the most frequently outlined neccessary measure in the organizations in the field of arts and culture (see Figure 35A and 35B). Suggestion of incorporation of SI concept into the study programs of universities gained support by ca a quarter of respondents, almost exclusively by educational institutions. Interestingly, only one representative of organizations in the field of arts and culture, supported such proposal.
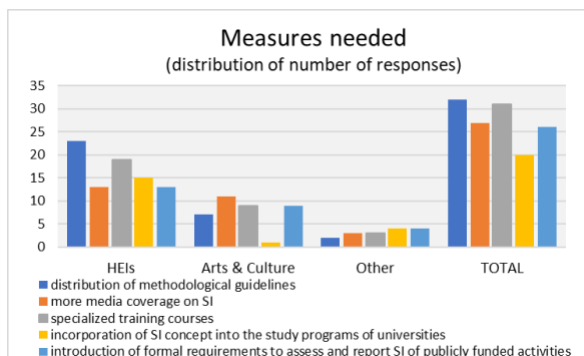
Figure 35A. Measures needed to improve the understanding of the concept of SI and increase its importance in the society, by types of institutions.
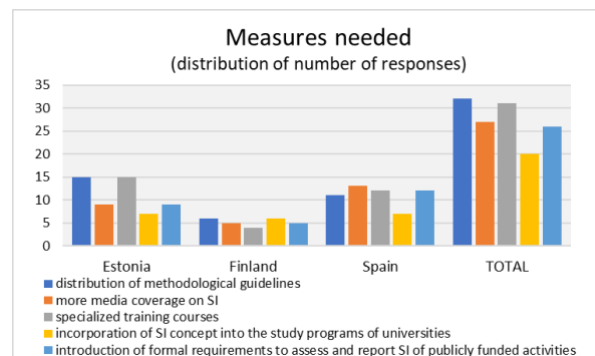
Figure 35B. Measures needed to improve the understanding of the concept of SI and increase its importance in the society, by countries.

Overall, the survey results also tend to suggest that there are gaps in the internal communication (of organizations' SI) within the organizations. Relatively large number of respondents were not knowledgable about all the aspects of SI evaluation practices in their organization. As also revealed by the survey results, in general, the SI is only seldom addressed and discussed in work meetings in organizations. SI as a topic is relatively more frequently addressed in work meetings in organizations of arts and culture than in HEIs or other educational institutions. Country-wise, SI finds more attention in organization's work meetings in Spain than in Finland or Estonia (see Figure 36A and 36B).
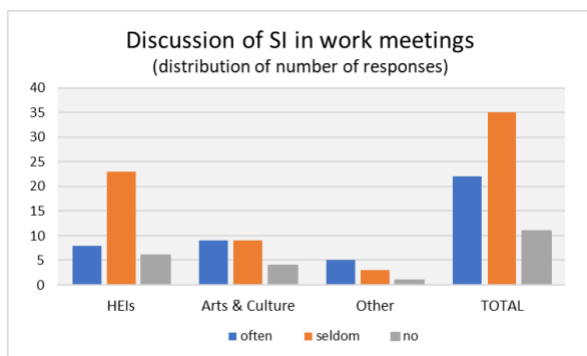
Figure 36A. Discussion and addressing of SI in work meetings, by types of institutions.
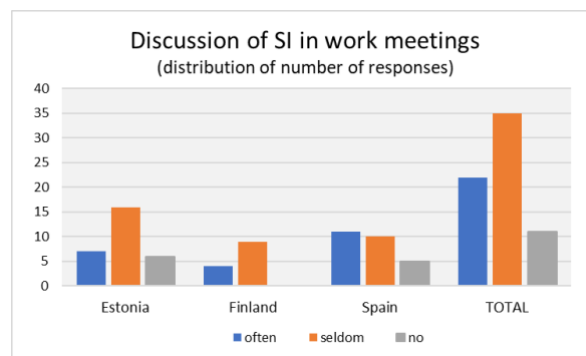
Figure 36B. Discussion and addressing of SI in work meetings, by countries.

4. Conclusions and recommendations

Overall, the responses to the survey reveal that the term SI has firmly rooted in the mindset of institutions of higher education, arts and culture in all the three countries studied, but especially in Finland. However, it is also evident that the term SI is subject to various and rather different interpretations, partly due to the gaps in the knowledge of fundamentals of the concept of SI. This conclusion holds across the countries, within the countries as well as within and across the sectors studied and calls for educational/training programs, which would address such gaps and enhance the understanding of the concept of SI.

The responses to the survey suggest that the assessment of SI has become a regular or at least an occasional practice in vast majority of institutions surveyed. However, it is not a general practice yet, as the assessment of SI is predominantly applied with regard to selected activities only. Besides, it is often still an externally-imposed, rather than an internally-induced practice. The evaluation of SI is predominantly an *ex post* evaluation than an *ex ante* evaluation, which tends to suggest that SI has not yet established itself as a decision-making criterion in managerial decision making in the institutions and countries studied, despite of respondents claims that SI is a formal decision-making criterion. The evaluation of SI in practice is characterized by heterogeneous approaches and therefore the SI evaluations undertaken are not necessarily comparable with each other across the countries, within the countries as well as within and across the sectors studied. In general, the current practices of assessment of SI tend to be biased towards positive, intended, direct and short-term impacts. There is also a tendency to ignore causality and use output-related data as proxies for impacts.

All this calls for policies, which could harmonize the conceptual understandings and methodological approaches to evaluation of SI and improve the internal and external communication of SI in organizations and in the society, in general.

Appendices

Appendix 1. The questionnaire used in the HEISE Survey on Societal Impact in 2019

Part A. **General information about the individual respondent(s) and organization.**

The questions included in this part of the survey will focus on the competencies and experience of the respondent.

A01. Which type of organization are you representing?

- University (scientific university)
- University of Applied Sciences
- Higher education institution (other than university)
- Vocational education institution (not belonging to higher education institutions)
- General education school
- Foundation in the field of education, established by government
- Non-governmental organization (foundation) in the field of education
- Foundation in the field of culture and arts, established by government
- Non-governmental organization (foundation) in the field of culture and arts
- Public (state-level) administrative organization in charge of education
- Public (local-level) administrative organization in charge of education
- Public (state-level) administrative organization in charge of culture and/or arts
- Public (local-level) administrative organization in charge of culture and/or arts
- Public cultural or arts institution
- Private cultural or arts institution
- Other organization

A02. Where is your organization located?

- in Finland
- in Estonia
- in Spain
- Other ...

A03. What is your position in the organization, which you represent?

- top manager
- mid-level manager
- specialist
- academic staff
- student
- other

A04. Please identify, if any of the following tasks is one of your job duties in the organization which you represent?

- the assessment/evaluation of societal impact
- reporting of societal impact

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- communication of societal impact
- designing of societal impact
- management of societal impact
- implementing activities that lead to societal impact
- other

A05. How many years of experience do you have in assessing/evaluating, reporting, designing or managing societal impact (inside or outside the organization, which you represent)?

- ... (short answer text)

A06. Have you participated in any courses/workshops/seminars which have focused on societal impact and provided training in its evaluation/assessment/measurement?

- yes
- no

<u>Part B</u>**. Clarification of perceptions and understandings of the concept of societal impact.**

Please answer the following questions based on your current understandings of the term „societal impact". Please note that we use the term „assessment" for evaluation and assessment; we use the term „activities" for activities, projects, programs or policies.

B01. The terms „societal impact" and „social impact" are

- synonyms
- not synonyms; „social impact" is a part of „societal impact"
- not synonyms; „societal impact" is a part of „social impact"
- the terms have different meanings

B02. Please identify which of the following statements you agree with?

- the terms „output" and „outcome" have different meanings
- the terms „output" and „impact" have different meanings
- the terms „outcome" and „impact" have different meanings

B03. The evaluations/assessments of societal impact should study the impacts …

- on global level
- on a state level (e.g. impacts within a country)
- on a local level (e.g. impacts within a city, municipality, county, etc.)
- within a narrow target group only

B04. Please identify which of the following types of impacts should the assessment of societal impact take into account?

- intended impacts
- non-intended impacts
- positive impacts

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- negative impacts
- material impacts
- non-material impacts
- direct impacts
- indirect impacts
- short-term impacts
- long-term impacts
- quantifiable impacts
- non-quantifiable impacts
- monetary impacts
- non-monetary impacts
- I do not know

B05. Should overall societal impact be measured in monetary units?

- yes
- no

Part C. **Evaluation of societal impact in practice.**

This section addresses societal impact by the organization. The aim of this part of the survey is to understand to what extent societal impact is addressed in practice by the stakeholders/organizations.

Please answer the following questions based on your organization's current practice related to assessment of "societal impact".

C01. Is your organization assessing the societal impact of the organization or organization's activities?

- yes, it is practiced regularly, and at least with annual frequency
- yes, but it is rather occasional and a non-regular (non-frequent) practice
- no, but it is on the agenda
- no, and it is not on the agenda
- I do not know

C02. If your organization assesses societal impact, then please identify which of the following is the main driver of carrying out assessment of societal impact in your organization?

- Organization's internal needs – the organization's societal impact is studied in order to improve managerial decisions and set organization's strategies
- Requirements set by funders – the funds provided to the organization are conditional on the (expected) societal impact of organization (or its activities); hence, we need to evaluate/assess the societal impact and report it to the providers of financial funds for our activities/projects/programs
- Requirements set by regulatory framework – regular (either frequent or non-frequent) assessment of the organization's societal impact and reporting of it to the respective authorities, is stipulated by law/regulations (e.g. societal impact is one of the criteria to be considered in institutional accreditation of higher education institutions)
- Societal impact is not assessed
- Other ...

C03. If your organization has practiced assessment of societal impact, then how long has your organization practiced assessment of societal impact?

- less than a year
- 1-3 years
- more than 3 years
- I do not know

C04. Which of the following types of societal impact assessments does your organization carry out?

- *Ex-ante* evaluation (i.e. assessment before the activities are actually undertaken, for example, during preparation of project proposals)
- *In media res* evaluation (i.e. assessment of activities in the middle of the activities)
- *Ex-post* evaluation (i.e. assessment after the end of activities)
- I do not know
- Societal impact is not assessed

C05. Which of these types of assessments are most common in your organization?

- *Ex-ante* evaluation (i.e. assessment before the activities are actually undertaken)
- *In media res* evaluation (i.e. assessment of activities during the middle of the activities)
- *Ex-post* evaluation (i.e. assessment after the end of activities)
- I do not know
- Societal impact is not assessed

C06. Which of the following holds true for your organization?

- The evaluation of societal impact is carried out for selected activities only
- The evaluation of societal impact is carried out for all activities
- I do not know

C07. Is the societal impact of the organization (and its activities) addressed and discussed in work meetings in your organization?

- Yes, often
- Yes, but only seldomly
- No
- I do not know

C08. Has the relevance (importance) of the evaluation of societal impact changed over time in your organization?

- Yes, the importance of the evaluation of societal impact has increased over time
- Yes, but the importance of evaluation of societal impact has decreased over time
- No
- I do not know

C09. Is your organization reporting and disclosing the results of assessment of societal impact of its activities to the public (e.g. via the organization's web-page, annual reports, etc.)?

- Yes, the societal impact reports are disclosed regularly (at least with annual frequency)
- Yes, the societal impact reports are disclosed, but less frequently than annually

- Yes, the societal impact reports are disclosed, but only when there is a positive societal impact to report
- No
- I do not know

C10. Please identify which of the following are among the main reasons of disclosing the reports on societal impact for your organization?

- Disclosure is stipulated (envisaged) by the regulations
- Disclosure is stipulated (envisaged) by the funders
- Disclosure (reporting) of societal impact is seen as a marketing tool
- Other ...

C11. What are the major obstacles which hamper wider, or more frequent application of assessment of societal impact in your organization?

- Shortcomings in the understanding of the concept of societal impact
- Differences in understanding of the concept of societal impact within the organization
- Lack of sufficent knowledge in appropriate evaluation methodologies
- Data-related issues
- Financial costs associated with the assessment of societal impact
- Lack of qualified personnel
- Other ...

Part D. **Methods and indicators used by the organization to measure societal impact in practice.**

The aim of the questions raised in this part of the survey is to identify the methods and indicators used by stakeholders/organizations for evaluation of societal impact.

D01. Does your organization have well-established procedures/guidelines for the assessment of societal impact?

- Yes
- No
- I do not know

D02. Which of the following data does your organization collect and use for assessment of societal impact of completed activities?

- Data on the number of participants in activities
- Data on the financial costs and revenues associated with activities
- Data on the media coverage of activities
- Data on behavioral changes of people involved in, or targeted by, the activities (collected based on observed behavior of people)
- Data on changes in the perceptions of people involved in, or targeted by, the activities (collected via surveys, and based on statements made by people themselves)
- Data on changes in the perceptions of the general public (collected via surveys among the general public, and based on statements made by people themselves)
- Other ...

D03. How does your organization collect the data for assessment of societal impact of completed activities?

- Via interviews with the participants of activities
- Via surveys among the participants of activities
- Via surveys among the general public
- Via Google Analytics
- Via publicly available statistical databases (please specify)

D04. Please identify which of the following types of impacts does your organization account for in the assessment of societal impact:

- Intended impacts
- Non-intended impacts
- Positive impacts:
- Negative impacts
- Material impacts
- Non-material impacts
- Direct impacts
- Indirect impacts
- Short-term impacts
- Long-term impacts
- Quantifiable impacts
- Non-quantifiable impacts
- Monetary impacts
- Non-monetary impacts
- I do not know

D05. Which of the following describes most accurately the timing of assessment of the societal impact of completed activities in your organization? The assessment of the societal impact of completed activities in the organization, which I represent, is typically carried out:

- immediately after the activity has been completed
- within a month since the completion of activity, but not immediately
- not earlier than a month, but within a year
- not earlier than a year since the completion of activity
- I do not know

D06. Which of the following typically explains the timing of assessment of the societal impact in your organization?

- The activities completed by our organization have an immediate impact on the society; hence, the impact is assessed/evaluated immediately
- The impact of activities completed by our organization does not reveal itself immediately, but with a time lag; hence, the impact is assessed once sufficient time has passed since the completion of them
- I do not know

D07. Does the assessment methodology applied with regard to completed activities in your organization address the causality?

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- Yes, the methodology applied formally checks, whether the impact is attributable to the particular activities undertaken and is not caused by other factors
- No, the methodology applied does not control for the possible impact of other factors on the observed changes
- I do not know

D08. The assessment of the societal impact of activities of the organization, which I represent, is carried out by:

- The employees of organization itself
- External experts; the activity is outsourced
- I do not know

D09. The methodology applied for societal impact assessment:

- Has been elaborated by the organization itself
- Has been adopted from external sources
- I do not know

D10. Does your organization compare the impacts of different activities?

- Yes
- No
- I do not know

D11. If the the answer to previous question was "yes", then please specify, how do you compare the societal impact of different activities, and establish which activity has "larger" (more significant impact)?

- We do not compare the societal impact of different activities as it is impossible to compare the societal impact
- We compare the societal impact of different activities by considering the number of people engaged or reached by the activity
- We compare the societal impact of different activities by considering the amount of publicity that the activity has received in public (or social) media
- We assign monetary values for different impacts and calculate the societal impact in monetary terms
- Other ...

Part E. Questions regarding the role of information on societal impact in managerial decisions.

The aim of the questions raised in this part of the survey is to understand whether and to what extent organizations are actually using the information on societal impact in their decision-making processes.

E01. Is the understanding of the societal impact of your organization (and its activities) important for your organization from the perspective of managerial decisions? *(scale from 1 „no" to 5 „yes, very important")*

- 1
- 2

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- 3
- 4
- 5

E02. Is the expected societal impact (aside the expected financial outcome) one of the considerations in the decision-making process in the organization?

- Yes, it is a formal consideration and more important than the financial outcome
- Yes, it is a formal consideration, but significantly less important than the financial outcome
- Yes, it is a formal consideration, but somewhat less important than the financial outcome
- Yes, it is an informal consideration, but less important than the financial outcome
- Yes, it is a formal consideration and as important as the
- No, it is not a consideration in the decision-making process
- I do not know
- Other ...

E03. Societal impact is a formal assessment criteria for performance at:

- the organizational level
- the structural unit level
- the individual level (in general)
- the individual level (selectively, applying to some individuals only)
- the programme level
- the project level
- the societal impact is not a performance assessment criteria
- I do not know

E04. Does your organization perceive that disclosed information on societal impact is monitored by stakeholders and such information on societal impact matters to stakeholders?

- Yes, by all main stakeholders
- Yes, but only by some stakeholders
- No
- I do not know

E05. Does your organization perceive that disclosed information on societal impact is monitored by society and such information on societal impact matters to society?

- Yes
- No
- I do not know

E06. Does the practice of assessment and reporting of societal impact of your organization's activities benefit the organization?

- Yes, there are clear monetary benefits for the organization from assessment and reporting of societal impact
- Yes, there are clear benefits, although of a non-monetary type, for the organization from assessment and reporting of societal impact
- Probably yes, but it is unclear what the benefits from it are for the organization

- Probably not
- Clearly not; the assessment and reporting of societal impact is a cost, rather than a benefit, to the organization
- I do not know

E07. How does the management of your organization use information on the assessed societal impact for managerial decisions? The information on societal impact is used for:

- Strategy formation
- Designing and making changes in activities
- Decisions regarding the remuneration of employees involved in activities
- I do not know
- Other ...

E08. Does your organization perceive that the relevance (importance) of societal impact changed in the managerial decision-making process over time for your organization?

- Yes, the importance of the consideration of societal impact in managerial decision-making has increased over time
- Yes, but the importance of the consideration of societal impact in managerial decision-making has decreased over time
- No, the importance of the consideration of societal impact in managerial decision-making has remained unchanged over time
- I do not know

E09. What kind of measures are needed in order to improve the understanding of the concept of societal impact and increase its importance in the society? Please select one, or at maximum, TWO reasons from the following list which are most important in your opinion.

- More media coverage on societal impact in order to educate general public
- The distribution of methodological guidelines on societal impact assessment
- Introducing specialized training courses, which focus on the concept and assessment of societal impact
- The introduction of formal (regulatory) requirement to assess and report societal impact of activities, which are funded by public resources
- Introducing the concept and assessment methodologies of societal impact into the study programs of universities (or higher education institutions, in general)

If you feel that some important aspects of societal impact have not been addressed in this questionnaire, or if you feel that you have important insights to add about the practice of evaluation of societal impact in your organization, then please outline these here.

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THANK YOU FOR YOUR TIME