

Types of Change	Output Indicators	Outcome Indicators
Instrumental Changes to plans, decisions, behaviours, practices, actions, policies.	- Change in stakeholders' experience, performance and systems. - Changes in strategy or structure by the targeted audience, including the extent to which a concept, procedure, or measure is adopted (e.g. views are incorporated in a policy brief) - Developing new and improving existing technologies. - Effects of commissioned academic work (e.g. number of use of guidelines and protocols) - Revising educational curricula, based on new knowledge.	- Number/examples of training, e-learning, conferences, masterclasses, academic articles, books/monographs, posters, datasets, protocols, software and doctoral thesis. - Number/examples of student projects that improved real-life practices. - Number/examples of research/knowledge agenda and knowledge infrastructure. - Number/ examples of new 'grey literature' including academic reports, interviews, policy briefings, guidelines, evaluation report, editorials, newsletters, factsheets, web articles, social media, presentations or lectures with/to stakeholders or general public. - Number/examples of multimedia appearances for specific target groups, e.g. TV, radio, films, podcast, animations, documentaries, exhibitions. - Implementation/innovation tools, e.g. e-health application / app (license), new spin-offs and patents, investment plan, patent / usage license, product / prototype. - Feedback via testimonial/survey form relevant stakeholders. - Income from contract research and third-party funding
Conceptual Changes to knowledge, awareness, attitudes, emotions.	- Changes in behaviours by the targeted audience, including the extent to which a concept is adopted or attitude has changed (e.g. platforming voices in a debate) - Change in attitude among citizens (e.g., healthier living, rehabilitation, or less consumption) - Change in knowledge of the target audience (e.g. use of insights from academic work in calls for research or in policy documents)	- Number/examples of training, e-learning, conferences, masterclasses, academic articles, books/monographs, posters, datasets, protocols, software and doctoral thesis. - Number/examples of research/knowledge agenda and knowledge infrastructure. - Number/ examples of new 'grey literature' including academic reports, interviews, policy briefings, guidelines, evaluation report, editorials, newsletters, factsheets, web articles, social media, presentations or lectures with/to stakeholders or general public. - Number/examples of multimedia appearances for specific target groups, e.g. TV, radio, films, podcast, animations, documentaries, exhibitions. - Implementation/Innovation tools, e.g. e-health application / app (license), new spin-offs and patents, patent / usage license, product / prototype. - Feedback via testimonial/survey form relevant stakeholders. - Demonstratable use of data sets, software and facilities by peers. - Citations of articles, books and other products. - Public prizes or grants (non-academic marks of recognition for scientific achievements, in the shape of prizes or grants). - Secondary appointments and membership of prestigious scientific councils or committees.
Capacity Building Changes to skills and expertise.	- Education, training and improved skills of current and future populations and workers for public and industry services, and academia. - Higher degree of training by work force. - Increased availability of expertise in the work force. - Usage of academic expertise in skill development (e.g. students implementing their academic knowledge in tackling real-life problems). - Attraction and retention of international talent.	- Revised educational curricula, across all levels, informed by new knowledge. - Establishment of new datasets, databases or academic data, for instance lodged in national database. - Percentage of working population in training/education at university level - Revenue from professional education in euros per year - Number/examples of training, e-learning, conferences, masterclasses, articles, books/monographs, posters and protocols for business or public sector. - Demonstrable evidence (e.g. number of surveys or reflections from students) that students learned how to apply their knowledge to improve real-life practices in collaboration with stakeholders. - Public prizes or grants (non-academic marks of recognition for scientific achievements, in the shape of prizes or grants).
Enduring Connectivity Changes to the number and quality of relationships and trust.	- Change in stakeholder's relationships - Increased levels of engagement of members of the public with academia, and corresponding levels of trust in the collaboration. - New connections to international expertise providing access to state-of-the-art knowledge, ideas and publics. - New national/international collaborations or strategic partnerships formed with other academic teams, community and industry partners or relevant agencies.	- Number of consultations by stakeholders, e.g. public sector (policy makers, government) or industry - Number of consortia/research contracts with non-academic organisations - Revenues from products/services for stakeholders in euros per annum - Number of projects in cooperation with societal parties (interactions between the academic world and societal groups). - Number and type of membership of stakeholder organisations (councils, boards and advisory committees which have a demonstrable relationship to the academic work performed). - Secondary appointments within stakeholder organisations (part-time, externally funded appointments of academics within organisations and institutions which have a demonstrable relationship to the academic work performed).
Knowledge Culture Culture and individual attitudes towards knowledge exchange, and research impact itself.	- Increased levels of engagement of stakeholders with academia, and corresponding levels of confidence in public-science dialogue (e.g. increased degree of public/private mobility). - Delivering positive impacts from academic work abroad - Improved international reputation of the Netherlands in the academic arena	- Presence of structural collaborations and partnerships, e.g. kenniswerkplaatsen, living labs. - Financial and material support by society (funding and material resources allocated to academic projects and academics by civil-society funds, organisations as well as institutions). - Leveraging of (inter)national funding through industrial and collaborative research - Number of consultations by stakeholders, e.g. public sector (policy makers, government) or industry - Number of consortia/research contracts with non-academic organisations - Number and type of membership of stakeholder organisations (councils, boards and advisory committees which have a demonstrable relationship to the academic work performed). - Secondary appointments within stakeholder organisations (part-time, externally funded appointments of academics within organisations and institutions which have a demonstrable relationship to the academic work performed).