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The period from July 2017 has involved the continued exploitation of the 65 fiches generated in the first grant period and working towards a scientific publication. The main activities undertaken in this period involved 2 STSMs, a collaborative session in Finland with the Early Career SIG and planning for the WG2 Training School (13th-16th February 2018 in Zagreb, Croatia). More information on these activities is provided below, and has been reported in the two newsletters that have been produced in this period.

There were two STSMs held in this period, and were both hosted by WG2 executive member Reetta Muhonen at the University of Tampere, with additional input from Paul Benneworth and Julia Olmos-Peñuela; both STSMs successfully submitted final reports that were accepted by the WG Executive and the Host Institution. Both of the STSMs took as their notional title “Developing a synthetic mapping of discourses on stimuli, barriers and hurdles of SSH impact generation”, but because of their sequential nature, they took very different directions:

- The first of the two STSMs was undertaken by Stefan de Jong (University of Manchester) and took as its starting point an analysis of the discourses of impact reported in the 65 fiches generated in GP 1. The analysis highlighted diversity in the impact ecosystem between old and new member states along two dimensions, namely the type of societal actors involved, the roles played by the societal actors in generating impacts and the conditions under which impact is created. The Final Report makes four recommendations for the European Commission, for universities and governments in new member states, and for academics in new and old member states respectively, on how to engender efficacious impact ecosystems.
- The second of the two STSMs was undertaken by Agne Girkontaite and sought to build on De Jong’s work by creating a conceptual framework in which to situate his analysis. The report identified two main strands of thinking as to why academics do not create impact. Firstly, barriers to engagement come about because of a vicious dynamic between practical and idealistic issues; academics are under time pressures and so have to make trade-offs about what they do;

engagement is seen as being a means to an end and not an end in itself; so engagement suffers from these trade-offs. Secondly, to solve the problems you have to break this vicious cycle, and this means finding various kinds of complementarities that can be built so that engagement becomes part of the academic identity of good research. The report made three recommendations regarding how impact can be normalized within the identities of good academic practice.

In GP 3, WG2 will work closely with the SIG on Early Career Researchers to explore the issue of societal impact as a shaper of the early career experience. Two activities have been undertaken in the period as preparatory to that activity. Firstly, at the Trans Working Group meeting in Finland 8th November, representatives of WG2 attended the ECI SIG meeting to discuss the extent to which impact would feature as an element of the survey. Secondly, representatives of WG2 and the SIG met the following week in Porto to create a concrete plan for the activity. The plans agreed in Lisbon involve data gathering at the Training School (see below), an STSM in Twente to analyse the data, and a discussion and dissemination session at the Trans WG meeting in Copenhagen in November 2018. These preliminary plans were subsequently validated by the respective executives of WG2 and SIG ECIs.

A final element has been the preparation of the Training School to be delivered in February 2018. The call closed on 30th November 2017, and a total of 38 applications were received. These were evaluated by the WG executive and a total of 31 participants were invited to attend and receive a bursary to cover their attendance. The programme has now been finalised, and the week is structured around four themes, (i) theories of impact/ value creation (ii) practices to involve partners in impact creation (iii) supportive research council policies for impact and (iv) constructively engaging with the impact agenda in a scientific career. Each of these days will involve presentations from ENRESSH activities, an invited keynote speech from a Trainer, the performing of an assignment and then a concluding discussion of the assignment. Trainers have now been appointed for these days, namely Gemma Derrick, Paul Benneworth, Leonie van Drooge, Jack Spaapen, Heidi Dybesland and Jon Holm. The Training School will take place on 13th-16th February 2017 (with an initial welcome session on the Monday evening). The Training School is being hosted by Ivo Pilar Institute of Social Science Research in Croatia, and the social programme involves a Gala Dinner, a guided city tour and a science slam communications