REPORT ON STSM 2.2

DEVELOPING A SYNTHETIC MAPPING OF DISCOURSES ON STIMULI, BARRIERS AND HURDLES OF SSH IMPACT GENERATION (WP2)

INVOLVED INSTITUTIONS AND RESEARCHERS

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DATES

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AIM STSM

As advertised:

'Closely with the WG2 co-ordinators a grantee is expected to produce evidence base for the policy development work supporting the main objective of WG2 in developing policy recommendations for improving the relevance and societal impact from Social Sciences and Humanities research. The work consists of analysing the ca. 65 questionnaires on impact generation from 17 European countries. A candidate produces a synthetic mapping of discourses on stimuli, barriers and hurdles of SSH impact generation and ensures its cognateness with earlier research.'

CONTRIBUTION TO ENRESSH GOALS

The goals of ENRESSH are:

- to improve evaluation procedures in order to take into account the diversity and the wealth of SSH research;
- to make a robust case for the ways in which the SSH add value to the society;
- to help SSH scholars better appropriate their research agenda and overcome fragmentation.

The specific goal of Working Group 2 is analyse the non-academic partnerships and environments of SSH research, in their diversity.

The STSM has contributed towards achieving these goals by:

- analyzing non-academic partnerships in two specific environments of SSH research, Western European countries and Eastern European countries, thereby characterizing these environments
- formulating recommendations for improving evaluation procedures of impact of SSH research at the European level by taking the characteristics of these two environments into account.
- Formulating recommendations for SSH scholars on how to improve their case in impact evaluations at the European level.

APPROACH: COMPARISON BETWEEN OLD AND NEW MEMBER STATES

The data, case studies, were gathered by members of the ENRESSH network and Working Group 2 members in specific in the second half of 2017 and the first quarter of 2017. Members were provided with a template to describe their case(s). The template consists on nine open questions, among which the first one gathered the general description of the case, and the other eight questions were more specific addressing the impact generation process such as the identification of key actors, interaction modes, stimuli, barriers and hurdles of impact generation and evidence of relevance of the research at hand. A significant share of ENRESSH members are experts in impact and/or evaluation, whereas others are generic SSH scholars.

The characteristics of the set of questionnaires that lays at the foundation of the STSM is summarized in table 1.

Table 1: Characteristics dataset (Muhonen, Benneworth & Olmos-Peñuela, forthcoming)

Countries (17)	Social Sciences	Arts and Humanities	STEM
Finland, Iceland, Norway	public finance, administrative law, human geography	history, philosophy	medicine, chemistry, entomology
Belgium, France, Germany, Netherlands, Switzerland, UK	sociology, criminology, religion studies, political science, educational sciences, psychology	archeology, ethnology, cultural antrophology	industrial engineering, ICT, ergonomic science
Croatia, Estonia, Sebia, Slovakia	journalism, communication sciences, science studies, gender studies, cultural studies	linguistics, philology, music, musicology, theatre studies, classical studies, documentarism	
Cyprus, Italy, Spain, Portugal	multidisciplinary/interdisciplinary research		

The candidate started with an exploration of the 65 impact cases from 17 countries from across Europe, using coding software Atlas.ti V8.0. Twenty randomly selected cases were included in this exploratory exercise. The exploration resulted in themes emerging bottom-up. The exploratory analysis leads to two main conclusions:

1) An analysis solely based on drivers and barriers of SSH impact would most likely not add to existing academic and practical insights, as this is already the topic of many existing studies
2) An additional angle was needed to guide the analysis. Two options were discussed between the host and the candidate a) a comparison of drivers and barriers between different types of impact pathways as identified by the host in STSM 2: 'Developing a typology of impact pathways for social sciences and the humanities' and b) a comparison between Western and Eastern European countries. As Working Group 2 discussions (Sofia meeting, March 2017) highlighted important differences between Western and Eastern European countries and as, to our knowledge, impact practices in Eastern European countries are poorly documented in academic literature, it was decided to opt for option b[1].

   The hypothesis is that the impact criterion might be an additional participation hurdle for academics from Eastern European countries, as they have only limited experience with impact on the national level. To explore this hypothesis, the aim is to answer the following research question: What are the similarities and differences between impact practices in new and old member states? The practical relevance of the answer to this question is explained in box 1.

[1] Following European Policy, Western European countries are referred to old Member states, which are pre-2004 member states and associated states, excluding Portugal and Luxembourg. Eastern European countries are referred to as new Member states, which are post-2004 member states and associated states. The inclusion of new Member States as well as Portugal and Luxembourg in H2020 is a key priority of the European commission. These states are generally referred to as 'new member states +2'. For sake of readability, in this report these states are referred to as new Member states.

Impact in the European Arena

The European Commission is no exception to the trend of research funders increasingly pushing for societal impact of the projects they fund (Gulbrandsen, Mowery, & Feldman, 2011; Gulbrandsen et al., 2011; Mowery, Nelson, Sampat, & Ziedonis, 2001). The establishment of the European Union's 8th Framework Programme Horizon 2020 (H2020) is directly related to the Commission's Europe 2020 strategy of *'smart, sustainable and inclusive growth as a way to overcome the structural weaknesses in Europe's economy, improve its competitiveness and productivity and underpin a sustainable social market economy'*, highlighting research and innovation as key drivers to realize this strategy (European Commission, 2016b; European Union, 2013).

A central element of H2020 is the Societal Challenges pillar. These challenges, such as *'Europe in a changing world - inclusive, innovative and reflective societies', 'Health, demographic change and wellbeing'* and *'Secure societies - protecting freedom and security of Europe and its citizens'*, determine the focus of 30 billion euros of the Commission's total budget for science of 70 billion between 2014 and 2020 (European Commission, 2013).

Keeping the Commission's strategy in mind, it is no surprise that consortia applying to calls formulated within the Societal Challenges should include an impact section in their proposal, in addition to sections on excellence and implementation in their proposal. Five subcriteria should be addressed (see section in bold below). The first is expected impacts. Expected impacts differ per call and are mentioned in the call text. Often, but not necessarily, clues are provided concerning the type of stakeholders be involved and the ways to interact with them. The other four criteria are not specified in call texts. Two are more generic expectations concerning other impacts and knowledge production, whereas two are more specific expectations concerning impact on private business and effectiveness of dissemination. The 'Guidance for evaluators of Horizon 2020 proposals' (European Commission, 2014) does not address the evaluation of impact on private business, but it does shed more light on how dissemination should be evaluated. Concerning the evaluation of dissemination the commission stresses that dissemination should 2) be strategically planned (and not ad hoc) throughout a project; 2) have clear objectives, 3) be targeted at and adapted to audiences beyond the project's own community and 4) use the right medium and means. To put it differently, dissemination is expected to be an integral part of a project that requires a deliberate strategy.

The impact section determines one-third of a proposal's chances in a highly competitive selection process (European Commission, 2016c). The impact section and the two other sections receive a maximum of 5 points each and each contributes to the final score equally. Proposals should receive at least 10 points to be eligible for funding(European Commission, 2015). The first and only round completed so far is the 2014 and 2015 round. Approximately half of the submitted proposals in this round did not meet the threshold. Of the proposals that did meet the threshold, only 10.7% received funding (European Commission, 2016c).

Subcriteria used to assess impact (European Commission, 2014).

1. **Expected impact (as listed in the workprogramme under the relevant topic)**
2. **Enhancing innovation capacity and integration of new knowledge;**
3. **Strengthening the competitiveness and growth of companies by developing innovations meeting the needs of European and global markets; and, where relevant, by delivering such innovations to the markets;**
4. **Any other environmental and socially important impacts (not already covered above);**
5. **Effectiveness of the proposed measures to exploit and disseminate the project results (including management of IPR), to communicate the project, and to manage research data where relevant.**

Simultaneously, the Commission aims to increase the participation of the so called 'new member states plus two' (Portugal and Luxembourg) in H2020 under the Spreading Excellence and Widening Participation part of H2020. Thereby, the Commission aims to address the systematic lower participation, especially as coordinators of proposals, of these countries in the seventh framework programme (European Commission, 2016a;

Titarenko & Kovalenko, 2014). Consortia applying for funding in the societal challenges programme are encouraged to include new member state countries.

So, consortia are expected to substantially address impact on the one hand and include new member states on the other hand. As academics from old Member States have more experience with impact that academics from new Member States, these two expectations of the European Commission might be counteracting.

Hence, the ideographs of societal impact and inclusion might be conflicting (McGee, 1980)**.**

Box 1: Practical relevance of comparison

The code book was constructed based on the exploratory analysis and insights from existing literature. A first group of codes was used on the case level to describe the case and facilitate comparison between cases. Examples of such codes are 'social sciences', 'humanities' and the name of the country the case originates from. A second group of codes was used at the so-called quotation level: relevant selections of text, ranging from one to several sentences. Examples of such codes are 'time', 'competences', 'academic researcher', private sector and 'indirect interaction'.

At the basis of the resulting framework (figure 1) lays Spaapen & Van Drooge's (2011) definition of societal impact: *'a change in thinking and/or acting of stakeholders'*. As they and colleagues have shown, impact is mediated and preceded by productive interactions, which are defined as *'encounters between researchers and stakeholders in which both academically sound and socially valuable knowledge is developed and used.'* (De Jong, Barker, Cox, Sveinsdottir, & Van den Besselaar, 2014). Studying productive interactions has been proven to result in a detailed understanding of impact practices (De Jong et al., 2014; Molas-Gallart & Tang, 2011). When studying interactions, we have to take into account their context (Jong et al., 2011). This means, we can distinguish four components that affect the societal impact of academic research: researchers, stakeholders, interactions in which knowledge is exchanged and context.

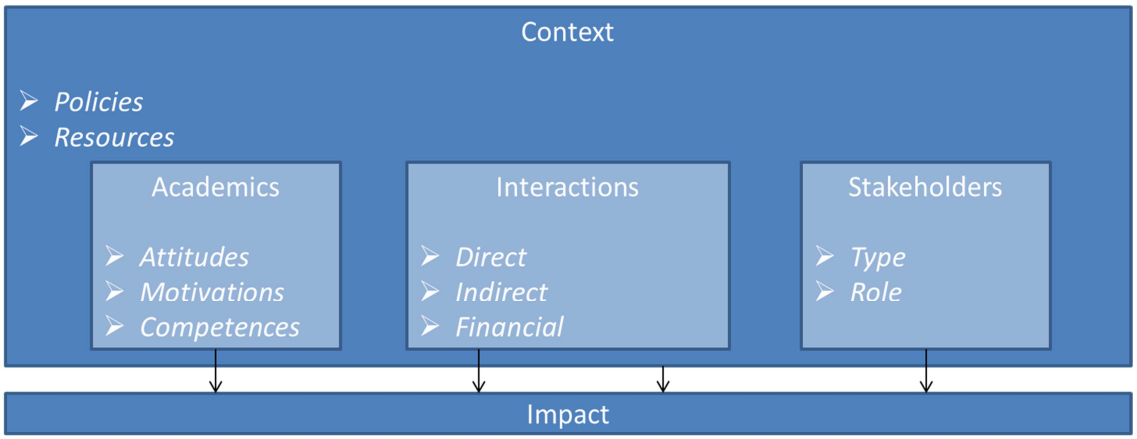

Figure 1: Analytical Framework

The analytical framework was used to code 60 cases; 17 from new Member States and 43 from old Member states. Five cases were removed from the dataset because a) the case study was not submitted in English (2); b) did not involve academic researchers (2); or c) did not describe any established productive interactions (1). After coding was done, all quotations per code were manually analyzed in-depth to identify prominent themes per cluster of countries (old Member States versus new Member States). The results of the analysis are discussed in the following section.

RESULTS: DIFFERENCES IN THE IMPACT ECOSYSTEM BETWEEN OLD AND NEW MEMBER STATES

Results are structured along three themes that emerged during the comparison of cases from new and old member states: 1) type of societal actors involved in the case 2) role of societal actors in the case and 3) the impact conditions provided by the context the case is embedded in. The combined picture shows significant differences in the impact ecosystems of each group of member states. In some instances, quotes had to be edited to safeguard the anonymity of involved academics. We have aimed to preserve the most detailed level of information possible. In other instances we have edited quotes for reasons of clarification, for example when abbreviations were used. Where quotes have been edited, we have used square brackets.

TYPE OF SOCIETAL ACTORS INVOLVED

The government and politics, ranging from local government to the EU and UN level, represent one of two most prominent types of societal actor that are reported in the impact cases. As they are involved in 39 cases, this corresponds to almost two-third of the cases. Taking into account the under-representation of new member states in our sample, government and politics seem to be more involved in cases from new member states (13) compared to older member states (26).

The other most prominent type of societal actor are citizens. This type is also mentioned in 39 cases, although they seem to be more involved in old member states (31 out of 43 cases) than in new member states (8 out of 17 cases).

The media are involved in half of all cases, which equals 30 cases. At the group level we see a similar pattern: half of the new member state cases mention media (9 out of 17) and half of the old member states mention the media (21 out of 43).

In total, 20 cases mention collaboration with the private sector. This represents one third of the total number of cases. However, there is a difference between new and old member states. Only three cases from new member states report interaction with the private sector, but don't provide any names. The new member state sample contained 17 cases in which the private sector was involved. Again, many cases just referred to *'the private sector'*. Yet, more specific examples are *'STIB* [Brussels public transport company)' [case 7, Belgium], *'Maison Chanel'* (case 21, France), *'notaries'* (case 31, Netherlands), *'a bank'* (case 32, Netherlands), *'archaeology companies'* (case 49, Spain), *'oil companies'* (case 51, Spain), *'Coursera'* (case 58, Switzerland), *'academic publisher Brill'* (case 61, Netherlands) and *'Wired Sussex'* (case 63, UK).

Other groups of involved societal actors are from the cultural sector (8 cases), such as museums and classical music festivals, the health care sector (8 cases) and the education sector (3) cases. Strikingly, as all cases are from the social sciences and humanities, hardly any of the new member state cases mention the involvement of the cultural sector. The involvement of the health care sector and education sector is more evenly distributed over both groups.

Finally, there is a variety of societal actors that is involved in a single or just a few cases. In the case of new member states these are mostly international organizations such as UNICEF and UNESCO and NGO's, but also libraries, local chambers of commerce and tourist information offices. The variety in old member states appears to be lager. NGO's are mentioned in many cases, international organizations are only sporadically involved. Other societal actors involved are opinion leaders, the tourism sector, the church, administration of justice, the police, higher education, prisons, trade unions and interest groups like driver's associations.

To conclude, new member states show a smaller variety of involved types of societal actors. Most importantly, it seems to be less common for them to involve citizens, the private sector and the cultural sector than in old member states.

ROLES OF SOCIETAL ACTORS

Both in new member states and old member states government and politics are often involved as commissioners of research, as research partners or merely as users. In some cases they provided researchers with data and tools, facilitated dissemination of knowledge, for example by publishing reports on their websites, or they were explicitly mentioned responsible for implementing results. A small number of cases from new member states report a lack of interest or even a hostile attitude towards SSH research: '[…] *as SSH are considered 'weak' or even 'irrelevant' by official science policy, they are pushed to create societal impact and generate societal innovations in order to justify their existence'*, [Case 44, Croatia]. Conversely, a number of cases from the old member states describe government and politics as taking the initiative in organizing events to exchange knowledge with SSH researchers and as appreciating SSH impact with awards:

'With this new event, the will of the Administration of the W-BF [Wallonia-Brussels Federation] *is to stimulate the links between the university research centers on the one hand and, on the other hand, the services and Observatories belonging (directly or indirectly) to the W-BF Ministry whose tasks are connected to scientific research in the SSH fields* […].' [case 9, Belgium]

And: *'The national research institutions recognized* [name researcher]*'s work through several prizes (ex. Prix Anvie-CNRS for SSH-impact research, silver medal of CNRS in* [1990s].' [Case 21, France]

However, the ways in which knowledge is exchanged between government and politics on the one hand and academics on the other hand differs between the two groups of countries. Knowledge exchange in new member states tends to be organized more traditional, through reports, meetings and presentations. An exception is a webinar from a Portuguese case (case 39). In old member states we see a larger diversity of ways to exchange knowledge. In addition to reports, meetings and presentations, bilateral meetings, trainings and consultant roles are regularly mentioned: *'The research involved regular (about monthly) meetings, mostly between one of the practitioners and the PhD student,'* [Case 55, Switzerland], '[Professor in classics] *and* [director of innovation at Ministry of Economic affairs] *kept in touch and decided to jointly organize a masterclass',* [case 31, Netherlands], and: *'Finally,* [post-doctoral researcher in social sciences] *acts as a part-time consultant and independent expert in the framework of the 'Anti-radicalism network' of the Wallonia-Brussels Federation* [...]', [case 6, Belgium]. Synthesis notes, to enhance accessibility of insights, and discussion fora are also reported.

Citizens are primarily reported in both groups of cases as knowledge dissemination targets and knowledge users. In old member state cases citizens take part in events and are targeted through popularizing books, national public debate and sometimes trainings, which are not being reported in new member state cases. In some cases they are involved in research, for example in providing input, a research subject or as a more full-blown research partner. In the latter case this concerns mostly specific groups of citizens, such as the deaf: *'The team is constituted of very complementary expertise, and co-creates research, products and services with the deaf community itself and the school teachers'*, [case 8, Belgium] or Roma: '*In the field-work there were engaged app. 30 researchers (Roma-activists, employees of the Roma Plenipotentiary Office, university fellows, field social workers –app. Half of them of Roma ethnicity,'* [case 46, Slovakia].

Both in old and new member state cases media is predominantly involved in taking up results and disseminating them, as exemplified by the following quote: *'The report was presented in public in December*

2014 and gain[ed] *enormous interest by the media (press, electronic, internet-portals). All TV, radio and newspapers in Croatia informed about analyzed trends',* [case 11, Croatia]. A small number of cases mention the media as involved in data gathering, in workshops or in other events. Perhaps surprisingly, social media played a role in just a few cases. What stands out is that in cases from old member states, interviews with academics or even documentaries about their project are much more abundant. This is illustrated by cases from Iceland [case 23]: *'Another important venue of interaction has been through the media with newspaper articles and interviews on radio and TV', and Norway'* [case 35]: *'The unlikely collaboration between researchers in music and medicine was featured in a mini-documentary on national TV (NRK Schrödingers katt) in 2008.'* This suggests a more personal media presence of academics than in new member states. A few academics in new member states described the issue of negative media attention as a barrier to impact.

A bigger difference appears to be the way the private sector is involved. None of the new member state cases involve private partners as formal project partners. In old ember states private partners are not only involved as generic knowledge users, but also regularly more formally as funders of research: '[…] *interuniversity chair on companies and sustainable mobility (2016-2019) which came from the will of 12 private organizations to invest in a research chair through matched funding'*, [case 1, Belgium], or making more substantive contributions to the project: *'Together with academic publisher Brill new modes of electronic publishing are explored and being developed'*, [case 61, Netherlands]. In a limited number of cases they are responsible for implementation or further development or results or they have an advisory role in the project.

Other types of societal actors, such as the cultural sector, health care sector and education sector, are reported as commissioners of research (slightly more mentioned in old member state cases), as research partners or research subjects, as targets for dissemination and as knowledge users. However, in old member states, these groups are also targeted through trainings, courses and workshops and sometimes even invited to academic seminars or taking up advisory roles in the project.

In short, similarities between the two groups in the involvement of actors are that in cases from both it is common for stakeholders to be involved as funders of research, as project partners or as knowledge users. However, cases from old member states report a larger variety of additional ways to involve stakeholders. Especially concerning dissemination, they seem to use a wider array of interaction channels that also seem to be more adapted to specific audiences, such as popularizing books for the wider public or training courses and synthesis notes for government and politics.

IMPACT CONDITIONS

The first condition that emerged from the cases is the attitude of both academics and stakeholders related to impact. In the case of academics this concerns a negative attitude towards interacting with stakeholders. This issue is most prominent in the old member state cases and can concern academics more directly involved in the case as well as members from their peer community not involved in the case. A considerable number of cases report negative attitudes towards interacting with stakeholders, as it could give stakeholders too much influence which would decrease academic independence [e.g. cases 4 and 5, Belgium] or could lead to oversimplification and instrumentalization of SSH research [case 1, Belgium; case 56, Switzerland]

In the case of societal stakeholders, besides their attitude towards interacting with academics, it is mostly about their attitudes towards researchers and the topic. Apart from one exception [case 12, Croatia], all cases reporting on attitudes of stakeholders influencing the case describe them as negative. This could concern the topic, such as Roma [case 17, Croatia] or drug decriminalization [case 41, Portugal], but also towards SSH researchers in general*: 'There is a grooving sentiment in our society too, that scholars are socially useless'* [case

44, Serbia]. In old member states attitudes of societal actors are less negative and often seem to reflect a lack of interest or understanding concerning the topic.

The indifferent or even negative attitude of stakeholders towards SSH research might relate to the second condition, the motivation of academics to have an impact on society. In both groups of countries a small number of cases clearly state the academics motivation relates to showing the societal value of SSH research. For example: *'The main motivation behind the intervention described was to demonstrate social usefulness of social sciences and humanities in general, and cultural anthropology in particular* […]' {case 44, Croatia]. Other frequently listed motivations underpinning the impact relate to driving societal change, reacting to societal needs and the wish to apply academic knowledge. A reasonable number of projects were initiated purely on the basis of academic interests, aiming for impact only later on. There are no large differences between new and old member states in these far mentioned motivations. The biggest difference is that academics in cases from old member states also strive for impact as policy or criteria in funding calls require them to do so. Academics from new member states were not reported displaying this specific motivation.

The third condition is the competence to interact with stakeholders. These are mentioned in just 7 cases, remarkably all from old member states. One case mentions that multimedia competences facilitated dissemination of results. Other cases report stakeholders lacked the competences to adopt and implement insights or mention the difficulty of combining scientific competences and dissemination competences: *'The largest obstacle was the lack of experience with similar collaborative projects*. […] [associate professor in anthropology] *stresses the need for the right support when academics enter a different world'* [case 32, Netherlands].

Impact support is the fourth condition. Despite some academics voicing a need for support, thirteen cases, relatively slightly more from new member states, explicitly voice not having received any support, of which one stressed support was not required anyway. Of the new member states, only one case explicitly mentions support in the form of incentives for young researchers to conduct policy oriented research [case 44, Serbia]. The same case also reports that there is growing acceptance of researchers who combine basic and applied research. Among old member state cases, some cases include national and institutional policies aiming to stimulate societal impact as support, whereas others strikingly emphasize that the lack of appreciation for impact in the science system, for example in publishing results or in academic CV's [case 67 Finland] is not supporting impact related activities. This tension is voiced in a case from the UK:

'Achieving and documenting societal impact has become a very important task for academics. However, these activities are not explicitly accounted in their workload models, and they may divert time and efforts that could be devoted to other equally important activities such as publishing academic articles.' [case 63].

More direct support seems to be an exception. If provided, it is found in old member state cases and involves finances [case 30, Italy] and impact awards [case 24, Iceland; case 59, Switzerland], communication support [case 31, Netherlands; case 22, Germany; case 57, Switzerland], ICT support [case 58, Switzerland]. In one case, external professional support was hired [case 31, Netherlands]. However, not all cases that received direct impact support are positive about it:

'First, the Technology Transfer Office (TTO) of the university had no competence or experience in KT [knowledge transfer] *in the SSH, usually only working with STEM KT projects. Hence, it was very hard and time consuming for* [post-doc in terrorism studies] *to convince the officer of the relevance of the project.'* (case 6. Belgium].

Sixth and finally, time and money, often reported as barriers, don't seem to be prominent issues in our dataset. Money is mentioned in 11 cases as a limiting issue for impact and time in just 4. A lack of these resources limits impact as it reduces the opportunities to interact with stakeholders or for further research:

'Budgetary constraints and time limit of the project limited the social impact, which could be deeper with the involvement of a higher number of patients and a longer duration' [case 25, Italy].

Summing up, the most significant differences between new and old member states, are the negative attitude towards SSH research academics in new member states are faced with and the influence of policies and funding requirements on the motivation of academics in old member states to strive for impact. Old and new member cases are more similar concerning impact support. Although there seems to be a general lack of support, in old member states support structures for SSH research seem to be on the rise. Insufficient money and time pose constraints in both groups of countries, but don't appear to be major issues.

CONCLUSION

The STSM aimed to answer the question*: 'What are the similarities and differences between impact practices in new and old member states?'*

New member states show a smaller variety of involved types of societal actors. Most importantly, it seems to be less common for them to involve citizens, the private sector and the cultural sector than in old member states. Especially the lower involvement of citizens and the cultural sector is surprising, as these are considered to be typical audiences of SSH research (Whitley, 2000).

Similarities between the two groups in the involvement of actors are that in cases from both it is common for stakeholders to be involved as funders of research, as project partners or as knowledge users. However, cases from old member states report a larger variety of additional ways to involve stakeholders. Especially concerning dissemination, they seem to use a wider array of interaction channels that also seem to be more adapted to specific audiences, such as popularizing books for the wider public or training courses and synthesis notes for government and politics.

Concerning the context, the most significant differences between new and old member states, are the negative attitude towards SSH research academics in new member states are faced with and the influence of policies and funding requirements on the motivation of academics in old member states to strive for impact. Old and new member cases are more similar concerning impact support. Although there seems to be a general lack of support, in old member states support structures for SSH research seem to be on the rise. Insufficient money and time pose constraints in both groups of countries, but don't appear to be major issues.

When putting these similarities and differences in the context of the evaluation of impact in applications responding to calls formulated within Europe's H2020 Societal challenges, it becomes clear new Member states are in a disadvantaged position. The guideline for evaluators stresses two concrete subcriteria when evaluating impact: 1) impact on private business and 2) effectiveness of dissemination. The analysis shows that new Member states hardly collaborate with companies and have a smaller repertoire of dissemination models to tap from.

LIMITATIONS

The most prominent limitation of the study is simultaneously an important observation: there seem to be differences in reporting between new and old Member States: on average the former seem to report more generic on impact than the latter. An example is the contrast between

'*The report was distributed to all relevant ministries, media and to general public*'. [case 15, Croatia] and

'*Toolbox Gender at School (www.procrustes.be):*

The toolbox contains about 50 tools and wants to initiate professionalization of teachers regarding gender, leaning on the research findings. To strengthen gender awareness of teachers, the tools focus on what is happening in class and school policy.

Three training centra (Centrum Nascholing Onderwijs (Universiteit Antwerpen), het Steunpunt Diversiteit en Leren (Universiteit Gent) and het Centrum voor Ervaringsgericht Onderwijs (KU Leuven)) offer teachers a module based on Procrustes.

A book has been published ("Gender op school: meer dan een jongens-meisjeskwestie") aimed for a broader audience, but in particular for teachers and educational policy makers.' [Case 3, Belgium].

The case from the new Member states only mentions generic categories, whereas the case from the old Member state is more specific. It does not only mention the type of output, but also its title and it does not only mention the type of stakeholder involved, but also the number and the names of the stakeholders.

This difference in reporting could have influenced our results. Building upon the example, it might have been the case that respondents in new Member states mentioned the involved ministries and media by name, but that the reporter did not deem such a detailed level of information to be important and therefore opted for a more generic description. As a considerable number of ENRESSH members are experts in evaluation and/or impact and could therefore be expected to be aware of the importance of detail, this finding stands out even more. In contrast, respondents and reporters from old Member States, whether impact and/or evaluation experts or general SSH scholars, are primed to mention such details as they are key in impact evaluations. Whatever the reason for the difference is, it suggests there might not only be a difference in impact ecosystems, but also in reporting on impact. Should this be the case, then this is another hurdle to take in the European arena for academics from new Member States.

RECOMMENDATIONS

Concrete policy recommendations to improve the impact of social sciences and humanities of new Member States are:

1) For the European Commission:
    a. to take into account the different national impact ecosystems in Member States in evaluations
        i. from the perspective of the evaluand (the subject of the evaluation): national practices and national policies may shape an impact section.
        ii. from the perspective of the evaluator: national practices and national policies may shape the evaluators assessment of an impact section.
    b. to intensify the briefing of academics from new Member States on the impact criterion, including expectations concerning reporting;
    c. to consider specific financial support to impact practices in new Member States.
2) For universities (and possibly governments) in new Member States to setup support structures for academics in SSH who aim to have an impact on society.
3) For academics in new Member states to actively search for collaboration with private parties and training on impact reporting (should they aim to successfully participate in H2020's societal challenges)
4) For academics from old Member States who prepare joint applications with academics from new Member states to support them in designing impact strategies and reporting on these strategies.

A more general recommendation for both governments and universities that applies to both new and old Member states is to invest in impact support structures. Our data suggests that at least some academics, most notably in old Member States, feel they lack competences to have an impact on society. Support could benefit these academics. However, dedicated impact support for SSH scholars is more of an exception than a rule in our cases. And in those instances where support was provided, it was not per se of the required level of quality. In short, impact of SSH could benefit from professional support within universities in similar ways as impact of STEM research has been supported by Technology Transfer Offices for over three decades now.

NETWORKING

The candidate and the host have worked closely together and have regularly met informally outside office hours. This has resulted in a strong relationship. This has already resulted in a joint presentation and interview (see table below in the dissemination section). In the near future, this will lead to at least one co-authored academic publication and a popularizing blog (see table below in the dissemination section). In the further future this will hopefully lead to more joint publications and joint funding applications.

The candidate has participated in a workshop on Citespace software within the TaSTI department and actively participated in more informal department gatherings. This has resulted into introductions to dr. Mika Kautonen (senior researcher), Mika Raunio (senior researcher) and dr. Oili-Helena Ylijoki (senior researcher). The host and the candidate have enjoyed dinner with the research director of the department, dr. Erkki Kaukonen.

Also, the candidate introduced dr. Inge van der Weijden (senior researcher, Centre for Science and Technology Studies, Leiden University, The Netherlands) to dr. Oili-Helena Ylijoki, Gaoming Zhenh (Phd-Student, Higher Education Group, University of Tampere, Finland) and professor Jussi Välimaa (head of Research area Educational systems and society and head of the Higher education studies team, University of Juväskylä, Finland).

Furthermore, Professor Rebecca Boden (programme director of New Social Research, University of Tampere, Finland) has invited the candidate and his academic supervisor professor Maria Nedeva (Manchester Institute of Innovation Research, The University of Manchester, United Kingdom) for a research visit in the autumn of 2017.

DISSEMINATION

Delivered	Expected
Presentation for The University of Tampere's working group on impact on 15 August, 2017 (together with Reetta Muhonen)	De Jong, S.P.L. & R. Muhonen Journal article: A European impact divide? A comparison of practices in the social sciences and humanities in old and new member states. Target journal: Research Evaluation (to be submitted in autumn 2017)
Interview in The University of Tampere's digital newspaper, published on 18 August, 2017	De Jong, S.P.L. & R. Muhonen Blog based on journal article Target Blog: LSE Impact Blog (to be submitted in autumn 2017)
	De Jong, S.P.L. Invited workshop on societal impact Impact Festival organized the Association Universities in the Netherlands (VSNU), 23 November, 2017, The Hague, The Netherlands
	De Jong, S.P.L. Invited workshop on societal impact Course on Knowledge Exchange in the Arts, Humanities and Social

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