Work Group 1 Meeting in Antwerp
5 July 2017

First session, 5 July 2017, 10:30-12:30

Participants: Michael Ochsner (Chair), Nina Hoffman-Kancewicz (Coordinator SG3), Marc Vanholsbeeck (Coordinator SG5), Julia Boman, Katja De Giovanni, Ioana Galleron, Aldis Gedutis, Haris Gekić, Elea Giménez-Toledo, Raf Guns, Jon Holm, Marek Holowiecki, Andrea Isenič Starčič, Arnis Kokorevics, Emanuel Kulczycki, Jorge Mañana-Rodríguez, Stéphanie Mignot-Gerard, Elena Papanastasiou, Sanja Peković, Janne Pölönen, Ad Prins, Hulda Proppé, Angelo Tramountanis, Jolanta Sinkuniene, Jadranka Stojanovski, Yulia Stukalina, Geoffrey Williams

Since during this WG meeting, Work Group 1 activities were limited to one session due to the close collaboration of WG1 members in the SIG Early Career Investigators, the session of Work Group 1 was organized into two parts: A plenary part during which the participants were updated about the WG1 activities since the last WG meeting in March and a part dedicated to work in two subgroups that needed special attention regarding the upcoming activities: SG3, peer review and SG5, scholars attitudes towards evaluation.

First Part: Plenary

Michael Ochsner reminded the participants of the tasks and deliverables of Work Group 1 and of the sub-groups that have been established to tackle these tasks and deliverables:

- SG1: Legal frameworks (Task 3; deliverable 4, 5, 6, 7, 8)
- SG2: Evaluation procedures (Tasks 1-3; deliverables 2, 4, 6, 7, 8)
- SG3: Peer review practices (Task 2; deliverables 3, 4, 6, 7, 8)
- SG4: Scholars' notions of quality and impact (Tasks 1 and 4; deliverables 1, 4, 5, 6, 7, 8)
- SG5: Scholars' attitudes and behaviour regarding evaluation (Task 3; deliverables 1, 4, 5, 6, 7, 8)
- SG6: Bibliography (Tasks 1-4; deliverable 7)
- SG7: Values of Evaluation (Tasks 1,2; deliverables 4, 6, 7, 8)

He went on to present what has been achieved in the first grant period. Since Sofia, the list of projects on quality perceptions in participating countries (Deliverable 1) that has been assembled in an excel list in April to July 2016 was updated in March-April 2017 including the newly joined countries and transferred into a report in May 2017. The report was presented and discussed.

The second deliverable, overview of research evaluation practices, which is due in a first version, is well on track and was presented and discussed. A publication of the results of the first survey was accepted for publication in April and a revised version due in August.

Since Sofia, the second questionnaire has been fielded and first results of this second round will be presented at the RESSH conference that follows immediately after the Work Group Meeting. Some of these results were also presented and discussed.

For the remainder, an update on the work of each sub-group was given. SG1 finalized the questionnaire and discussed how to find respondents who could fill in the questionnaire. These persons must be knowledgeable about the legal situation regarding research evaluation. It was decided that the members of the participating countries should point out potential respondents that then will be addressed with the questionnaire.
SG2 is working on the overview of research evaluation practices. The second survey has been fielded until June, data have been cleaned and preliminary analyses have been conducted. In the following months, a more detailed analysis of the data will follow with the goal to establish a classification of national research evaluation systems.
SG3 has established contact with the COST-Action PEERE and conducted a literature review. In the second part of this session SG3 will work on the work plan for the deliverable 3 (overview of review practices).
SG4 works on two parallel strands: a qualitative approach and a quantitative approach. Stéphanie Mignot-Gérard presented the work regarding the qualitative approach: an interview grid has been established to investigate how experienced researchers view their favourite piece of research. The goal is to derive quality criteria from the interviews. The quantitative approach, presented by Michael Ochsner, builds on previous research done by Michael Ochsner, Sven E. Hug and Hans-Dieter Daniel. An STSM has been hosted at the university of Lausanne where quality criteria for research in the humanities have been adapted to social sciences and to the situation in an inclusiveness target country, Macedonia. A questionnaire has been established and fielded among all scholars in the social sciences in Macedonia. Preliminary results of the survey will be presented at the RESSH conference the days following the Work Group Meeting.
SG5 developed a questionnaire grid for investigating the perception of evaluation of senior researchers, as well as their role in the (re)shaping and in the dissemination of the quality criteria that are currently in usage in evaluation situations. In the second part of this session, this SG will discuss the further steps.
SG6 contributed to the design of the ENRESSH bibliography right after the Sofia meeting. Michael asked the participants to collect literature in diverse languages related to WG1 topics and send literature lists to him.
SG7 was established during the WG meeting in Sofia. Since then, further work strands were discussed and a PhD student was hired to do a systematic literature review on values in evaluations. New members for SG7 as well as research ideas are welcome and can address Alexander Hasgall.

Second Part: SG3 and SG5 meetings

SG3: Peer Review

Participants: Nina Hoffman-Kancewicz (Coordinator), Geoffrey Williams (Co-Coordinator), Julia Boman, Katja De Giovanni, Ioana Galleron, Aldis Gedutis, Haris Gekić, Elea Giménez-Toledo, Raf Guns, Jon Holm, Marek Holowiecki, Arnis Kokorevics, Jorge Mañana-Rodríguez, Michael Ochsner, Sanja Peković, Ad Prins, Jolanta Sinkuniene, Jadranka Stojanovski, Yulia Stukalina, Angelo Tramountanis

Nina Kancewicz-Hoffman gave an overview what happened in Sofia and since Sofia because many people present at this SG3 meeting were involved in other SGs or WGs in Sofia and not part of SG3.

SG3 is working on deliverable 3 'Overview of peer review practices' which is due in month 36 – May 2019. Following the Sofia meeting (March 2017) the following actions agreed at the meeting were taken:

Geoffrey Williams established connection with the COST Action PEERE that focuses on peer review processes. Discussions between Geoffrey Williams and Marco Seeber, who is a member of both PEERE and ENRESSH, showed that PEERE is focusing on peer review in STEM disciplines but not on SSH issues. Thus, SG3 should focus on SSH-specific aspects, issues and solutions regarding peer review and in this way be complementary. Geoffrey Williams will continue his contact with Marco Seeber to see what PEERE has been doing and how we can interact. Elea Giménez-Toledo, Judit Bar Ilan and Jadranka Stojanovski are also members of PEERE and can build a bridge between the two Actions.

Nina Kancewicz-Hoffman summarized her analysis of 'ESF Survey Analysis Report on Peer Review Practices' (2011). She observed that the Survey focuses only on peer review related to funding instruments; it does not cover peer review in publishing or conference submissions. The Survey was organized in two phases with 73 questions in phase 1 and 68 questions in phase 2. Thirty organisations from 23 European countries, one from the United States of America and several supranational European organisations participated in the survey. This shows how big and time-consuming the undertaking was.

Responses to the question 6 Do the peer review procedures for this instrument differ substantially between disciplines? indicate that peer review procedures do not differ substantially between broad disciplinary fields (Table 4.2., page 33). The authors conclude:

"Concerning possible differences in the peer review procedure for the three main instruments according to scientific disciplines, a large majority of the organisations stated that there were either no differences at all or not substantial differences between the disciplines (sum of these two options for the three instruments are: 93%, 89% and 85%, respectively; Table 4.2). This aspect will therefore not be further taken into account in the following analyses" (p 32).

Taking into consideration the complexity of the ESF survey, its focus on selected funding instruments and no specific questions regarding individual scientific domains make its (re-)use for the task of SG3 overview limited.

The following questions pertaining to the Overview were then discussed:

I. How to collect information?

An overview of current peer review procedures in Europe is a huge task and it is crucial to define aims and structure of the overview before starting the work. Only knowing what information should be collected it is possible to select the right methodology. One option is to use a STSM for this purpose.

II. How should the list of research situations/contexts in which peer review is applied be defined?

The list suggested at the Sofia meeting of SG3 covers peer review applied to funding instruments, career promotion, but also research output dissemination (articles in journals and monographs but also conference presentations). As already mentioned the ESF survey covers only funding instruments but focuses on their variations.

III. How to identify issues in peer review procedures relevant for SSH?

There is danger of a too wide scope of the overview. It is important to identify issues which are specifically relevant for ENRESSH objectives, that is issues which are specific for evaluation in SSH.

The following points were made in the discussion:

It has to be defined for whom the overview is. The initial impulse for ENRESSH to reflect on peer review was to identify situations where and when peer review is performed in SSH domains. The aim is to get a picture if, in reality, peer review practices of the SSH community correspond to expectations set by the same community. The approach could be to look at situations when the research community sets criteria and procedures itself and then implements them; this would be the case of the evaluation of monographs and journal articles. One option would be to look at official documents defining policies and guidelines and then compare them with their application in peer review practices. This could be done among others by collecting views of peer reviewers or more specifically panel chairs using either a survey technic or interviews. Another approach could be to work with case studies identifying a variety of approaches to peer review and/or focusing on specific issues.

It was brought up that an important question for evaluation in SSH is whether and how bibliometric tools should be used. Moreover, are there differences in their use in the social sciences and humanities; there are opinions that bibliometrics is more relevant for the social sciences. A need for a general reflection on distinctions between peer review in the social sciences and humanities was mentioned – what are they, are they relevant? Julia Boman (ESF) noted that in ESF experience social sciences panels tend to be tougher in their evaluation than humanities panels.

It was mentioned that some members of the Action are working on projects that fit well into this SG, e.g. a project on peer review of monographs by Elea Giménez-Toledo and Jorge Mañana-Rodríguez, Spain; an analysis of empirically established criteria used in evaluation procedures by Sven E. Hug and Michael Ochsner, Switzerland; and an analysis of practices and ethical issues in instructions for peer reviewers in open access journals by Jadranka Stojanovski, Croatia. The leaders of these three projects suggested that other participants of this SG join their projects to share work load and integrate the projects into the Action.

The work plan for SG3 will be further developed taking into consideration the discussion at the meeting.

SG5: Scholars' Attitudes towards Evaluation
Participants: Marc Vanholsbeeck (Coordinator), Andrea Isenič Starčič, Emanuel Kulczycki, Stéphanie Mignot-Gerard, Elena Papanastasiou, Janne Pölönen, Hulda Proppé

I. Aim of the research
The sub-group sets out to get a better understanding of the perception of evaluation of senior researchers, as well as their role in the (re)shaping and in the dissemination of the quality criteria that are currently in usage in evaluation situations. It aims at assessing to what extent these perceptions and behaviours are similar in the different countries, and/or to what extent contextual elements play an important role. This approach will be complementary to the interviews conducted with early stage researchers by the SIG ECI group.
II. Research questions (RQ)
1. How do senior researchers perceive the changes – if any – that happened in the evaluation of researchers (grants and mandates allocation) since the beginning of their career?
    a. What is the nature of the prescriptions: law, (formal) rule, (informal) script?
    b. Which threats and opportunities do they perceive?
2. How do they perceive their own role and influence in the (re)shaping of the quality criteria that are used in evaluation (grants and mandates allocation)?
3. How do they perceive their role in the dissemination of these criteria towards the younger generation of researchers?

III. Interviewees
- 2 interviews in each country
- PhD obtained for more than 8 years (needed)
- Active researcher in the country for at least 5 years (needed)
- Currently (or at least recently) in charge of PhD candidate(s) (needed)
- Member of a committee at national level in charge of allocating research grants and/or research mandates in sociology, with a background in social sciences (needed)
- Administrative responsibilities as head of department or unit (if possible)
- 1 male and 1 female (if possible)
- from different universities (if possible)

IV. Methodology
1. Questionnaires have been sent to members of the SG5, asking them about theories and concepts that may be useful to analyse scholars' attitude (perceptions and behaviours) towards evaluation, relevant (local) bibliography, as well as their own perception about SSH scholars' attitudes in their own country, and contextual facts and figures. We received so far answers from BE, BG, CH, CY, CZ, FI, FR, HR, IS, LV, PL, RS.
2. In each participating country, 2 semi-structured interviews will be conducted with senior researchers.

3. Interviews will be conducted in the native language of the interviewee and, if not conducted in English, they will have to be translated into English so that each and every member of our team will be able to understand the content of the interviews.

V. Bibliography

One of the output of the SG5 work will consist in a commented review of literature, with a specific emphasis on what relates to national situations (and is not easy to find otherwise). Marc Vanholsbeeck asked SG5 members to systematically couple the bibliographic references with some abstract in English language.

VI. Publication

SG5 aims at publishing at least one paper in an international journal. Only those who will have conducted 2 interviews and participated in the analysis and writing of the paper will be considered as co-authors.

The material collected from the first batch of questionnaires (addressed to the members of the SG5), besides being used as a basis for the further research (through interviews), seems relatively significant in itself and may be used, of course with the agreement of the respondents, for the writing of some reflective paper (not to be published in a scholarly journal) co-authored by the members of SG5.

Work Group 2 Meeting in Antwerp
5 July 2017

First session, 5 July 2017, 10:30-12:30

Participants:

First Part: Plenary

Reetta Muhonen

Reetta introduced the session and welcomed participants, explaining the format of the two sessions for the day being overseen by Stefan de Jong.

Stefan de Jong

Stefan gave a presentation to introduce the two new STSMs within the working group, both relating in different ways to 3 – developing a synthetic mapping of discourses on stimuli, barriers and hurdles of SSH impact generation.
He presented that the idea for the day was to provide some input and control from the WG over these two STSMs by providing the WGs with the opportunity to discuss the stimuli and hurdles to SSH impact generation, what they want to get out of it, and then also discuss ideas to create impact. The idea behind the two sessions to to get information on those three main areas. To ensure that participants were well informed, he then provided some information about the work that had been done to date, by Reetta Muhonen in her STSM, on the 65 impact fiches that members of the WG had submitted.
There were eight questions asked to the people submitting the case

- **What motivated the researcher to undertake the research?**
- Who were the key people creating the impact?
- What is the wider impact beyond the academy?
- **What were the interactions with societal partners?**
- **What were the obstacles to impact?**
- **Was their external support for the engagement?**
- Is there evidence for the knowledge being impactful?.

Stefan's argument is that the four bold questions are from his perspective the most important ones that we have for the discourse analysis.
Motivations:

- It is vital that the government measures the impact to benefits
- The lack of knowledge of sign language in society was important.

Interactions

- Policy experiment to develop new spaces of restorative justice
- The Dutch example with lots of different kinds of information about dealing with debt

Obstacles

- Cocreation forces academics to come out of their comfort zones
- Politicians are not really interested in impacts on citizens' lives, just re-election

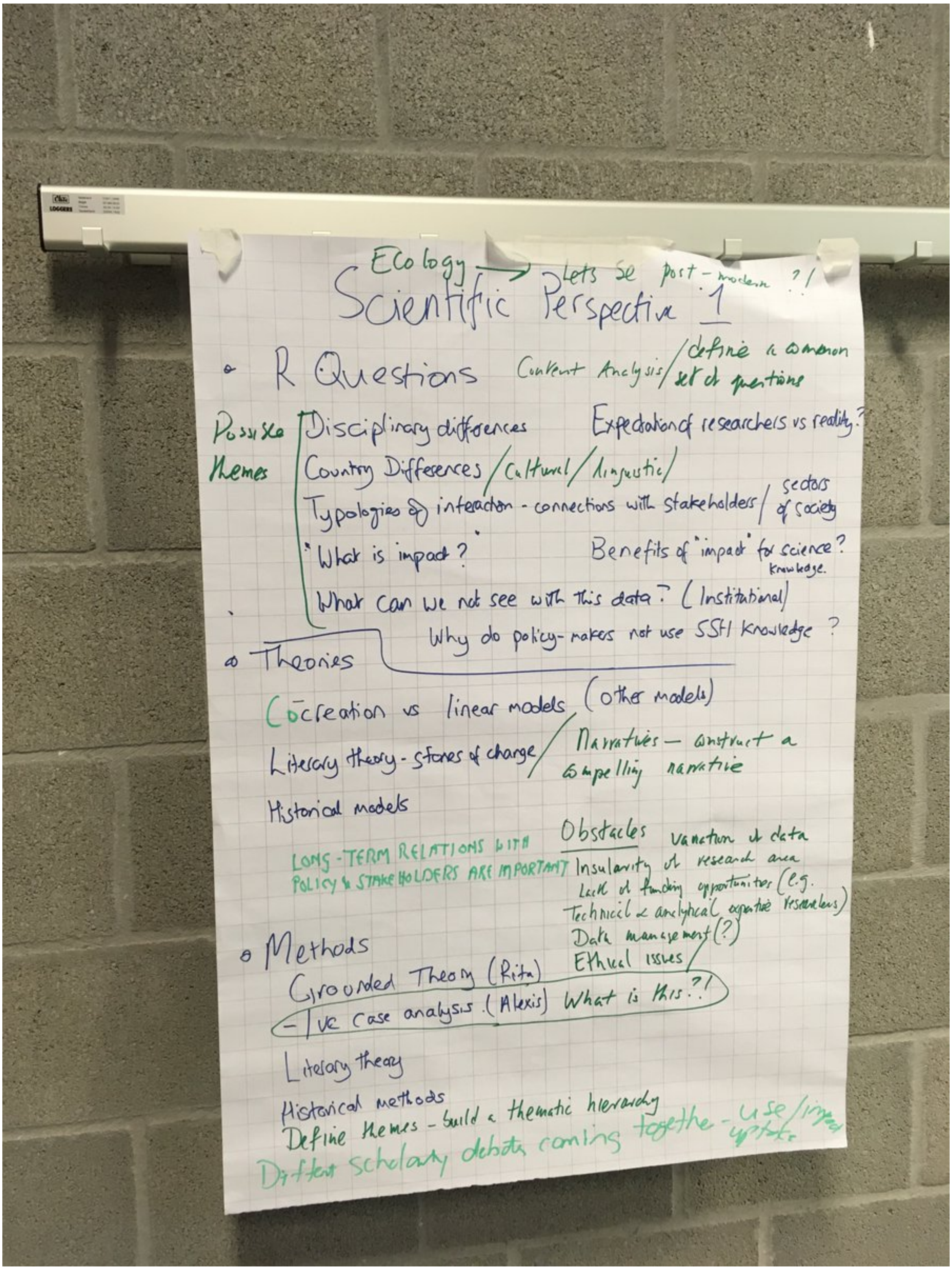
External support

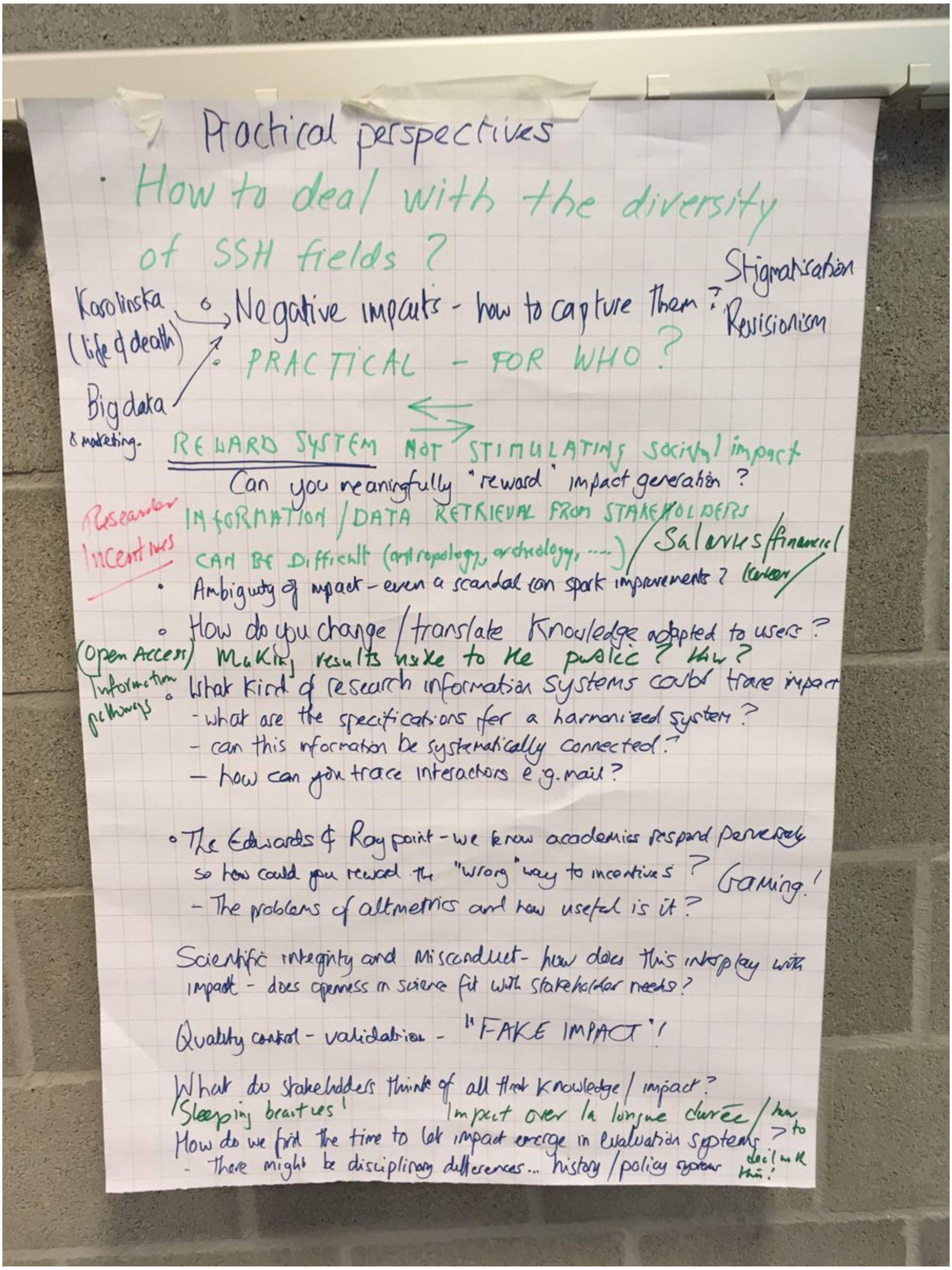
- Revenues from Maison Chanel
- Winning the MOOC competition created recognition for the researchers.

Second Part: Collective Work

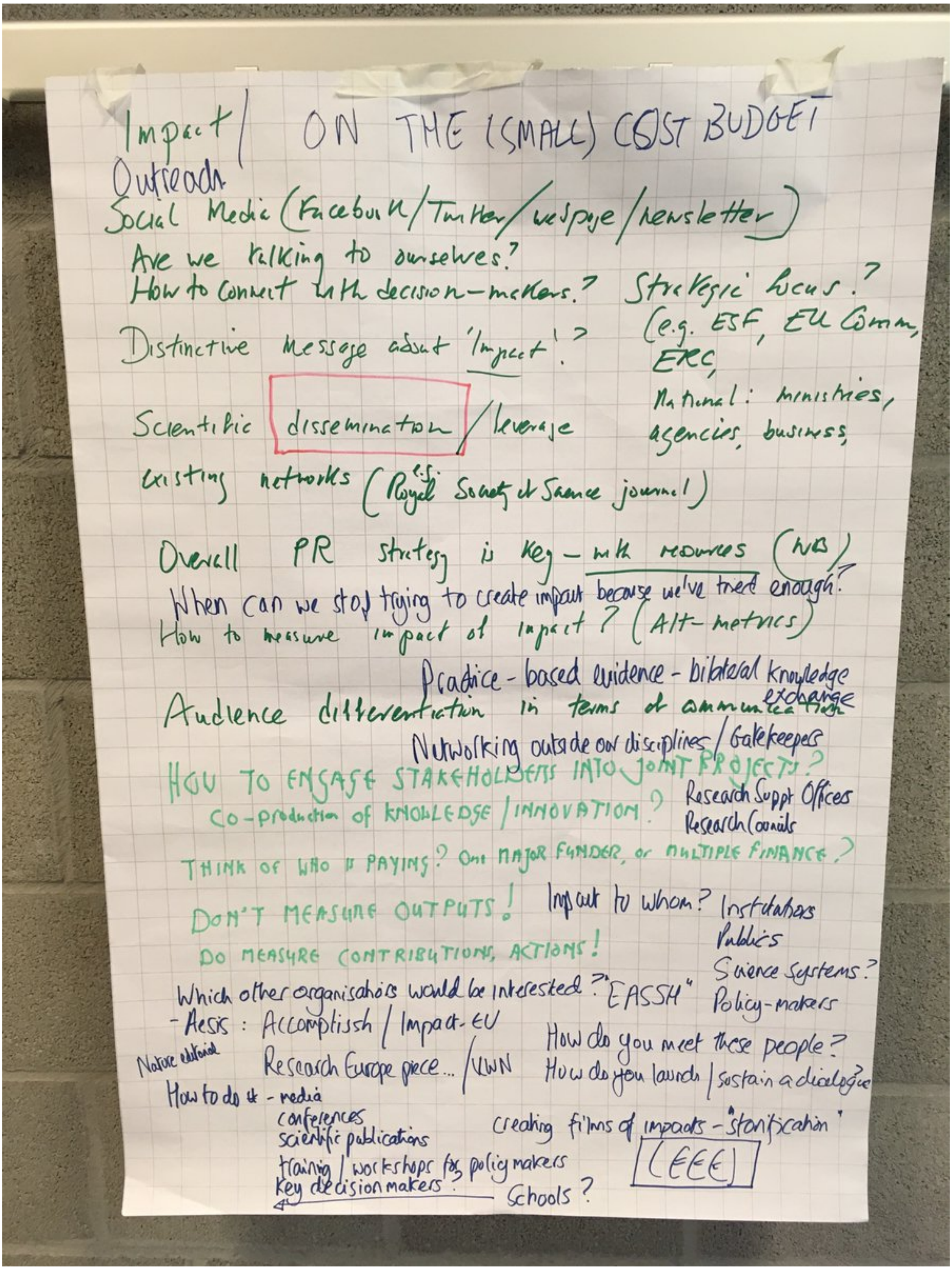
In the second part of the session, the participants formed into three groups, and in turn, discussed three issues, scientific perspectives, practical perspectives and the impacts that this has for what needs to be better understood in this Grant Period through the STSMS. These groups discussed each of them in turn using a curtailed World Café method (letter writing); each group began with one topic, wrote their thoughts on a flip chart, and after 15 minutes, the flip charts were passed to the next group, and repeated; each group commented on each of the three issues.

The three flip charts were photographed and the photos presented below to capture these discussions.


Ecology → lets se post-modern ?!
Scientific Perspective 1
R Questions
Content Analysis / define a common set of questions
Possible themes
Disciplinary differences
Expectations of researchers vs reality?
Country Differences / Cultural / Linguistic /
Typologies of interaction - connections with stakeholders / sectors of society
"What is impact?"
Benefits of "impact" for science? knowledge.
What can we not see with this data? (Institutional)
Why do policy-makers not use SSH knowledge ?
Theories
Cocreation vs linear models (other models)
Literary theory - stories of change / Narratives — construct a compelling narrative
Historical models
LONG-TERM RELATIONS WITH POLICY & STAKEHOLDERS ARE IMPORTANT
Obstacles
Variation of data
Insularity of research area
Lack of funding opportunities (e.g.
Technical & analytical expertise researchers)
Data management (?)
Ethical issues
Methods
Grounded Theory (Rita)
-/ve case analysis (Alexis) What is this?!
Literary theory
Historical methods
Define themes - build a thematic hierarchy
Different scholarly debates coming together - use/impact uptake



Practical perspectives
• How to deal with the diversity of SSH fields ?
Karolinska (life & death)
Big data & marketing.
• Negative impacts - how to capture them ?
Stigmatisation
Revisionism
• PRACTICAL - FOR WHO ?
REWARD SYSTEM NOT STIMULATING societal impact
Can you meaningfully "reward" impact generation ?
Researcher Incentives
INFORMATION / DATA RETRIEVAL FROM STAKEHOLDERS CAN BE DIFFICULT (anthropology, archaeology, ...)
/ Salaries / financial / career /
• Ambiguity of impact - even a scandal can spark improvements ?
• How do you change / translate knowledge adapted to users ?
(Open Access) Making results usable to the public ? How ?
Information pathways
• What kind of research information systems could trace impact
- what are the specifications for a harmonized system ?
- can this information be systematically connected ?
- how can you trace interactions e.g. mail ?
• The Edwards & Roy point - we know academics respond perversely so how could you reward the "wrong" way to incentives ?
Gaming!
- The problems of altmetrics and how useful is it ?
Scientific integrity and misconduct - how does this interplay with impact - does openness in science fit with stakeholder needs ?
Quality control - validation - "FAKE IMPACT"!
What do stakeholders think of all that knowledge / impact ?
'Sleeping beauties'
Impact over la longue durée / how to deal with this?
How do we find the time to let impact emerge in evaluation systems ?
- There might be disciplinary differences... history / policy systems



Final plenary discussion

On that basis, the group agreed to take the following propositions forward to the afternoon session. These were shaped over the lunch period in order to introduce a degree of normativity to them to stimulate the afternoon debates

1. Scientists should become specialists in impact generation, and stop being just enthusiastic amateurs
2. The main differences between impact creation come between disciplines rather than between countries
3. Impact is something done to individuals, not broader social structures
4. Academics should target creating impact on other academics, not societal users
5. We should create supportive engagement environments for academics, not incentive structures and best practice guidelines
6. This WG should produce exclusively scientific impact, not social impact
7. We should use linear models to understand impact, not fashionable co-creation frameworks
8. All impact is a positive thing, and we shouldn't worry about negative impact
9. Academics need to come out of their comfort zones, existing new ways of working are not going to satisfy societal stakeholders.

Second session, 5 July 2017, 14:00-15:30

The second session took a 'parliamentary approach' overseen by Stefan and chaired by Paul.
In the first part of the session, participants took the eight propositions from the first session and arranged them in order of urgency to limit the overall discussion. Five topics were selected for the parliamentary discussions:

1. The main differences between impact creation come between disciplines rather than between countries
2. Academics need to come out of their comfort zones, existing ways of working are not going to satisfy societal stakeholders.
3. We should create supportive engagement environments for academics, not incentive structures and best practice guidelines
4. We should use linear models to understand impact, not fashionable co-creation frameworks
5. All impact is a positive thing, and we shouldn't worry about negative impact

Each topic was then discussed in a 'Parliamentary' format. This involved the preparation of a Parliamentary area in the meeting room (with parcel tape) allowing people to stand in the area in a zone relating to how strongly they agreed, disagreed, or were neutral with reference to proposition. The 'debate' involved Stefan asking people on alternate sides of the floor why they held that position and then using that to spark discussions across the floor. People are free to move as they hear the debate, and people moving is also used by Stefan to further stimulate debate. Each debate lasted c. 15 minutes; the first three were slightly longer and the last two were shorter as participants reached the end of a very intensive session.

Figure: the Parliament approach in action – the lines on the floor are visible and mark out participant (dis-)agreement with the propositions.

Highlights of the main issues emerging in each debate are presented below.

1. The main differences between impact creation come between disciplines rather than between countries

Jack Spaapen : the rise of European funding in importance means that national differences are becoming less important.

Alexis de Waele: there are huge differences between what is allowed by the systems in Bulgaria and Belgium, and therefore national systems are very importance

Mark Vanholsbeecke: there are commonalities between disciplines, shared modes of practice and impact, but national difference remain important within particular transnational clusters, so he is neutral.

Elena Castro Martinez: National differences are important because of different stakeholders and administrative structures, whilst disciplines tend to share common epistemologies.

Rita Faria: There is a question of degree – so there are disciplinary dialogues, but regional, national and transnational dialogues around common themes.

Marc: the EU effect is not common across all disciplines, some are more internationalised than others.

Jack: not all fields have taken the recent Grand Challenges equally seriously, but at the same time, these solutions need to be multidisciplinary in their formation to deal with economic, political, migration and energy crises.

Katya Sarah Degiovanni: for Malta, there are much greater similarities with the UK than there are within Malta between different disciplines.

2. Academics need to come out of their comfort zones, existing ways of working are not going to satisfy societal stakeholders.

Antun Plenkovic: This is a very normative way of phrasing it, the idea that academics naturally stay in their comfort zones.

Rita: this goes back to the idea of the ivory tower and that this is a myth, we all know that.

Marc: it is quite connotative, the usual way of working, each academic does not change their own way of working, but the sentence gives the impression that it is only the academic that has to change. The reality is to deliver better societal impact, stakeholders all have to change as well and be more supportive.

Mark Caball: the whole institutional ecology has to change; there are a lot of very traditional things, traditional research modes, and so there needs to be training and more consciousness of the ways that they create activity. But just to single out academics as lazy, recalcitrant and oppositional is not fair.

Alexis: societal impact is usually important and always been engaged but not every researcher should be involved in impact for a few reasons, fundamental research is important and so there should be no push to push theoretical mathematicians to create impact because it is not their core business, but in a position can have huge impact, often not in the beginning though. A second argument for his perspective is that some researchers have more social skills and are more engaged and should go for impact because are very good at it, and not every researcher has the same skills; so maybe there a need for a differentiated landscape.

[Three people change sides]

Claudia: many researchers have a way of working and don't want to change so need to be pushed, and so impact creation demands new ways of working, but then at the same time, she agrees with Alexis, fundamental research is important as well as impact creation so you need to have both.

Nelis Boshoff: engagements towards impact does not necessarily change the epistemology of what you are doing, making the idea of comfort zone quite a relative one. There are applied and fundamental philosophers and they have very different comfort zones in terms of the level of engagement that they can undertake without creating problems, so the appropriate level of engagement is relative

Stefan: there can be a division of labour in these things, some people are just brilliant researchers and can't be trusted to talk to the Ministry or broadcaster, whilst there are others that are excellent at that.

Elena P: nothing is absolute, but there are definitely people that have benefited from being pushed outside their comfort zones. On the other hand there is the risk of continually imposing new practices on researchers from outside.

Rita: the question of comfort zones is about seeking originality and new objects, that is not necessarily the same as new kinds of working so possibly the sentence is referring to two quite different things.

Mark: there is a risk of treating all academics as homogenous; some academics are better than others and do some things better than others, and impact for society is one of those things.

3. We should create supportive engagement environments for academics, not incentive structures and best practice guidelines

Eirikur Smari Sigurdsson: there is a risk of creating direct incentives to reward 'impact' because impact is not one-size-fits-all; an incentive structure will have an effect, potentially undesirable and it is much better to create a supporting and not directing environment for impact creation.

Nelius: if you applied this to the idea of publication and created supportive environments for publication then no one would publish so there needs to be more than just a laissez-faire approach where people just do stuff that is not necessarily useful.

Reetta Muhonen: she is between the two positions: there should be some incentives but the supportive environment is the first and the most important thing for all of that.

Alexis: a supportive environment includes incentives, it simulates you to take certain steps. So you have to ask with the new indicators, like altmetrics, is it an assistance or just a narrowed down metric, there need to be support metrics.

Marc: the system has to be enabling in the sense of not just encouraging spin-offs; there needs to be an economic-system to coordinate and support activities, engage and attract other stakeholders, so something like a science shop is bottom up and individualistic, it can be better than that, more systematic.

Stefan: there is a problem in the Netherlands when the SEP was open-ended and supportive, it was confusing for the researchers about what counted as impact, so there need to be incentives and guidelines to help direct researchers.

Jack: this was also a problem for the administrators, they were not good at dealing with the uncertainty, so they were having examples proposed to them by their researchers and they did not know whether it was valid, admissible etc.

Rita: she has convinced herself more strongly of the side of the system she is on: in a good reward system there needs to be a degree of freedom, so it rewards what counts regards of how that is produced; so a supportive engagement environment may give some kind of orientation and guidelines but respects researchers freedom.

Eirikur: a supportive environment includes guidelines to encourage different kinds of ways of doing it, not just direct incentives for academics.

Mark: one of the things mentioned previously, academic freedom brings responsibility so there is the risk of looking at academics as passive beings who need to be told that to do, so how can we react to that and articulate the importance and significance of impact so that academics use their own responsibility to create impact. Career structures and incentives normalise practice – those academics that are the best at adapting to incentive structures are not necessarily the most creative, so there is a need to take these delicate ecologies, cultivate them and water them slightly.

Stefan: there is research by Paradeise & Thöning that shows there are different kinds of universities, some play to excellence, which a policy term, excellent researchers are good at doing what policy says; academics internal judgement is all about reputation within the field. So Harvard is both excellent and a reputation university, whilst the Dutch universities are focused on excellence, for the rankings, and the researchers who can boost that.

Paradeise, C., & Thoenig, J. C. (2013). Academic institutions in search of quality: Local orders and global standards. Organization studies, 34(2), 189-218.

Elena Castro Martinez: when she started to study, one never thought about research impact. That gave her a problem, and she did research on it, no one else was looking at it, and she is a researcher in knowledge transfer and knowledge exchange in SSH, and she is having impact on helping her colleagues understand the importance of the impact. In terms of impact, academics have good ideas and that is their specialism, but they need help with the mechanisms; that is different in SSH and STEM.

4. We should use linear models to understand impact, not fashionable co-creation frameworks

Marc: his view is that although impact involves cocreation, the linear model gives the sense that a researcher working on more fundamental topics learns how to speak about a discovery; co-creation is too fashionable and is too one-size-fits-all, in some cases the linear model can be valuable, because in some cases not everything is co-created.

Rita: there are limits to cocreation and so whilst she's been doing her research about scientific misconduct, she has found that stakeholders sometimes want to change research results, design, questions, according to what they expect to find, so co-creation can be good but not everything goes into cocreation.

Elena: there are people working in the linear model, and they are interacting, they do the research on their own but they still interact with stakeholders and take into account that input.

Marc: it depends on what you call linear model and what you call co-creation. Is linear a direction of travel or all determining; even a linear model involves interactions, and where the line is drawn affects what we mean here.

Nelius: difficult, because the whole linear model sees excellent research at the start, but there can also be a linear model of evaluation, looking at 'activities', 'upscaling', 'impact'; the alternative is more interactive and networks, not necessarily with the excellent research at the start and so both of these may co-exist.

5. All impact is a positive thing, and we shouldn't worry about negative impact

José Gabriel Andrade: he is at the edge of the motion here- there can be negatives, but with a caveat. Many impacts are positive but negative impacts are possible; in a space in the newspaper, the researcher and the universities may talk with the media and transform the negative impacts into a positive way.

Elena Papanastasiou: the question has two components so strongly disagree with the strong component so agree with the second component

Mark: it is complex so take Mein Kampf, it has just been released in a scholarly edition by Institution of Historical Research, so you can say that it is an inherently negative product that could encourage extremists. But scholars have situated and done something positive to it, so it is a positive research impact and got a lot of publicity for the historians and how they engaged with the text. There is an ethical dimension of impact.

Karolina Lendák-Kabók: her take on that is that negative impact can be a problem because of the ethical problems that this can raise. She has been researching female scholars from national minority groups in Serbia and without mentioning the negative issues and environments that they are face, then she cannot do her research. So she has to talk with the majority community, and there are negative comments, and that might create a negative impact by speaking about it, and that is an ethical concern for her.

Reetta: we cannot control negative impact, you can never talk about it, the ethical issues, there are many things in relation to this proposition, and it depends about the question of how scientific knowledge advances, and whether in some of those positive steps there can be negative consequences on the way to producing a more positive final outcome.

These discussions can be summarised into five key issues that will be taken further in the two STSMs.

1. Need to identify main dividing lines & practice similarities
2. More emphasis/ self-conscious recognition of impact activities
3. How to allow academic creativity & provide some steer
4. Outlining/ conceptualising networks in which impact arises
5. Regaining ethical control over harm caused by SSH impact

Work Group 3 Meeting in Antwerp
5 July 2017

First session, July 5th, 13h30-15h

Participants: Tim Engels (chair, Belgium), Raf Guns (vice-chair, Belgium), Judit Bar-Ilan (Israel), Ioana Galleron (France), Elea Giménez (Spain), Nina Hoffman (Poland), Arnis Kokorevics (Latvia), Emanuel Kulczycki (Poland), Jorge Manana-Rodriguez (Spain), Claudia Oliveira (Portugal), Sanja Pekovic (Montenegro), Janne Pölönen (Finland), Stevo Popovic (Montenegro), Hulda Proppre (Iceland), Hanna-Mari Puuska (Finland), Linda Sile (Belgium), Gunnar Sivertsen (Norway), Andreja Starcic (Slovenia), Jadranka Stojanovski (Croatia), Geoffrey Williams (France)

Tim Engels welcomes all participants.

Presentation of the report 'European databases and repositories for Social Sciences and Humanities output' (by Linda Sile)

Linda Sile presents the results of the survey of databases and repositories for Social Sciences and Humanities output. The report by herself, Raf Guns, Gunnar Sivertsen and Tim Engels is available online at https://doi.org/10.6084/m9.figshare.5172322.v2. The working group discusses some of the main findings and concludes with a round of applause for the achievement of this deliverable.

Presentation of the survey regarding comprehensiveness and comparability of SSH research output as registered in some of the main European databases for SSH output (by Linda Sile and Janne Pölönen)

As a follow-up to the report on European databases and repositories for Social Sciences and Humanities output, the presenters, together with Raf Guns, Gunnar Sivertsen and Tim Engels, started a second survey with a view of achieving (1) a detailed description of the comprehensiveness and comparability of national databases for (social sciences and humanities) research output, and (2) insight into differences in publication patterns within social sciences and humanities across countries. Data have been collected from 12, mainly Northern and Eastern European countries so far. Preliminary findings will be presented at the STI-conference in Paris (September), and further findings during the Nordic bibliometric workshop in Helsinki (November 2017).

Update regarding the pilot of an integrated data-infrastructure for the SSH (by Hanna-Mari Puuska)

Hanna-Mari gives a status update of the piot and illustrates how the tool for conversion of csv-files to XML-files works. Thanks to this tool participating countries (Belgium, Finland, Norway and Spain, representing 6 universities) can collect their data in csv and do not need to develop the exact required XML-format themselves. Timing-wise it is proposed that all participating countries deliver their data by the end of August, so that checks for duplicates and co-publications, as well as classification matching and data validation can take place in September. In this way, the preparation of a report regarding the pilot and the idea of a European Research Information Service can be started as of October 2017, as well as a bibliometric analysis of the data collected.

Second session, July 5th, 15h30-17h

Participants: Tim Engels (chair, Belgium), Raf Guns (vice-chair, Belgium), Judit Bar-Ilan (Israel), Ioana Galleron (France), Elea Giménez (Spain), Nina Hoffman (Poland), Arnis Kokorevics (Latvia), Jorge Manana-Rodriguez (Spain), Claudia Oliveira (Portugal), Sanja Pekovic (Montenegro), Janne Pölönen (Finland), Stevo Popovic (Montenegro), Linda Sile (Belgium), Gunnar Sivertsen (Norway), Andreja Starcic (Slovenia), Jadranka Stojanovski (Croatia)

Presentation and discussion of the book evaluation survey (by Jorge Manana-Rodriguez)

Jorge presents the results of the book evaluation survey. An paper for an international journal analyzing and discussing the results in detail is in preparation. A draft will be circulated to the contributors by the end of the summer season.

Discussion of possibilities for harmonization of the evaluation of scholarly books and publishers (initiated by Elea Gimenez and Jorge Manana-Rodriguez)

Several of the members of the working group are involved in initiatives aiming at the evaluation of scholarly books and/or publishers. These approaches, both bibliometric and non-bibliometric, are rather divers across countries. A discussion is started on possibilities of harmonization, with respect for the local and regional specificities in terms of book publishing. It is agreed to continue the discussion during future meetings.

AOB
Andreja Starcic proposes to take up the topic of data publishing in the SSH. An email invitation is launched in view of a first informal discussion the next day over lunch.

Work group 4 meeting in Antwerp
5th July 2017

Participants
Geoffrey Clyde Williams, Stefan de Jong, Nelius Boshoff, Ioana Galleron

The main aim of this meeting was to discuss technical matters in hand. This was a small meeting as a number of WG4 members were concerned by the activities of the ECI group. Issues covered were:

- Newsletter
- Publication of the list of SSH institutions
- Publication of the Guidelines for SSH RE
- AOB

Stefan de Jong presented the newsletter in detail using the online version created using MailChimp. The structure was agreed to be excellent so discussions turned around confirming who should be asked to contribute to this first issue and who should be contacted about the following issue. Final texts were requested for the 15th July.
For future issues, it was decided that it would be good to contact the EC for a comment in the Letter to ENRESSH section. Geoffrey Williams has asked Andrea Bonaccorsi whether he could contact key persons in the Commission.
The technical issues pertaining to linkage between the mail chimp file and the main website would be sorted out by Stefan de Jong and Geoffrey Williams.

Ioana Galleron presented the current situation with the list of SSH institutions. The list is quite advanced, but numerous countries still have to supply data. The question is how to manage and make available the data in such a way that updates would be possible. It seems that the best solution may well be a database, but not having the technical means to do this at present, the easiest solution will be to make the data available online as a downloadable excel file. This is the solution adopted and the current list will be put on line shortly.

The Guidelines that result from the Prague Stakeholder meeting will be put on the action website. We now seek translation into member languages.

AOB. We now have a collection of photos from our own meetings. It is proposed to convene a web committee meeting to choose suitable images to replace the generic ones currently used on the website. This would be done during the forthcoming Lisbon meeting. The other issue to be discussed in Lisbon will be the common Zotero bibliography as although a broad agreement had been reached in Sofia, no moves have been made by other WG to add in their data.

SIG ECI Meeting in Antwerp
5 and 6 of July 2017

First session, July 5, 15h30-17h00

Participants: Jolanta Šinkūnienė, Emanuel Kulczycki, Marc Vanholsbeeck, Stéphanie Mignot-Gérard, Haris Gekic, Michael Ochsner, Reetta Muhonen, Stevo Popovic, José Gabriel Andrade, Antun Plenkovic, Karolina Lendak-Kabok, Marc Caball, Aldis Gedutis, Rita Faria, Katya De Giovanni, Yulia Stukalina.

Apologies if somebody's reflections are missing in the minutes, Stephanie and Jolanta tried to write down as much as it was possible, but this is not a recorded transcript, so some details might be missing.

Outline of the meeting:
The meeting started with goals, plans and deliverables of the SIG for ECI, then each participant who conducted the pilot interview discussed the strengths and weaknesses of the interview grid (S.W.O.T. analysis). The summary of the discussion is below:

Marc V. noticed that he was quite satisfied with the interview grid. The person he interviewed was interesting because he not only had a postdoc position, but he also got engaged in other activities, he had administrative roles, which enabled him to meet a lot of people. He really connected with local people in Belgium through these activities and that proved very useful for his future career - that was an interesting / important insight from the interview.

Stéphanie mentioned that they used the grid in a very smooth way, they (she & Clementine) let the interviewee express her views freely, and this enabled the interviewee to develop many, many topics. Their only concern as interviewers was to help the interviewee develop further specific moments of evaluation once she mentioned them. That was the only intervention they did. Stéphanie was satisfied with the grid because it was very smooth to use.

Marc V. mentioned that if there were some aspects he noticed he missed he would come back and ask but he did not follow the grid precisely a question after a question, but did the interview more naturally, in a natural flow.

Michael also noted that he is not used to use a detailed grid, he made sure that most of the questions were tackled, but let the interviewee talk freely. The important things about the interview that came up in Michael's case is the concept of publication. They talked about publications, peer review experiences, and here the interviewee mentioned some authors who cited her, but previously the interviewee said that she has never published, so the question was how can one get cited if one has never published. The interviewee said she was sure they talk about international publications, and she had none of these. That aspect reflected the importance of clarifying what is what in the course of the interview.

Many interviewers noted that the part of the interview grid concerning the PhD experiences is not that much important, and that important parts would surface in the course of the interview anyway if you let the interviewee speak freely.

The question of a CV also came up, with the idea that it might be useful to look at the potential interviewee's CV before deciding to invite him/her for the interview.

It was also discussed that ECI are in very different positions in different countries so it was decided to try and look for information in another COST Action devoted entirely to early career researchers (Targeted Networks COST Action: Next Generation of Young Scientists, more information on http://www.cost.eu/about_cost/strategy/targeted_networks/sci-generation) for a situational background on what is considered an ECI in different countries.

For Emanuel the grid worked very well, all aspects were working well.

Marc C. raised the problem of comparability of all those interviews, however, Stéphanie explained that the purpose is not to compare career paths and evaluation moments across different countries. The objective of the SIG is what kind of obstacles or other experiences in evaluation systems ECI face.

Haris also commented one the very good experience with the grid. Antun did not have any problems as well. Antun just commented that maybe the interview is too big, he let the interviewee do most of the talking, after several questions the interviewee reflected on most of the issues anyway, when he was let to speak freely.

One of the questions that came up was a suggestion by Haris to make a distinction between local and international reviews/publications. It sparkled a discussion. Emanuel commented that many researchers in Poland think that a review means that the supervisor reads the article and puts it into his/her edited volume.

Marc V. commented that perhaps we should not define the type of reviews/publications during the interview, but the interviewer could have an additional question for international reviewing/publications if it does not come up naturally in the interview. Psychologically it might also be a bad idea to make a distinction between national / international. Marc V. also used a good question at the end of the interview: is there something we did not discuss? It was decided that it has to be added to the grid.

Karolina interviewed a law professor. That was a slightly specific case because lawyers do not publish internationally, only locally. The interviewee kept repeating that they do not need any international publications, only local publications. Karolina suggested to add something to the grid on what she called subjective obstacles in the career, such as kids, family issues, etc.

Reetta raised a question whether it would maybe better to ask about evaluation moments at the very beginning of the interview, i.e. to start the interview with it. Michael commented that in Switzerland it might be difficult as people would not understand what precisely that is. Stéphanie noted that they did not talk about evaluation very directly, but the interview was more based on thematic aspects. Marc V. mentioned that the first question he asks to set the interviewee at ease is: what you've been doing since the completion of your PhD. Stéphanie mentioned that she starts that there is a project dealing with SSH ECI in which a group of researchers is interested in ECI career paths. Emanuel says he starts with the words: I would like to do interview about evaluation.

The issue of sending the interview grid to the interviewee beforehand came up. The majority of the participants of the meeting agreed that if the interviewee wants to know what the interview will be about, we can tell them in very general terms, without sending the actual interview. Is spontaneous interview the best? There is a defense mechanism, you try to invent a story which would be much more positive, in spontaneous talk you don't have time to hide. That's why spontaneous interviews are preferable. Reetta commented that as sociologists they always do that, it is like a routine to send the interview beforehand. In Finland sociologists do everything beforehand. It is difficult to say which method is better. If you give interview beforehand you might eventually have analytical perspective of the interviewee for which they do not have time when you ask straight away.

Rita, who is experienced in interviewing scholars, commented on that from social desirability perspective, i.e. people respond in the ways they think you expect them to respond. Another issue she raised in relation to that is the power balance, which might also be important. The interviewed scholars could present themselves differently when they are the same age as the interviewer or when they are of a different age.

Marc V. talked about his strategy to read at least two articles of the scholars he chooses to interview to get an idea of the profile of the interviewee.

The question of anonymity came up - that we have to emphasize that interviews will be used for research purposes and anonymised, but this is not always possible to do completely because even if names are removed, it is still possible to recognize an individual interviewee because of some bio facts, or because of a narrow profile, or because the country is small and there is only one university, for example. Who should be reading the data, i.e. full interviews? This is raw data, so we (people who are going to analyse the interviews) can use it for the analysis, but for the published analysis / report / articles etc. we should not be using anything that might indicate towards the individual interviewees. We should not be using the names and surnames or biographical data, just generalized insights derived from data.

Yulia commented on her interview, that perhaps it might be helpful to add something more about motivation and self-development, because in many cases the career trajectory is not always happy stories.

José Gabriel explained that the moments of evaluation for his interviewee were during the crisis in Portugal, so there was a different perspective, but generally he is happy with the grid.

Stevo commented on his two interviews saying that there was a huge contrast between them: one interviewee had PhD studies in France, the other - in the Balkans, so the first one had very good connections and publications whereas the other one had nothing of the kind.

Second session, July 6, 9h00-12h00

Participants: Jolanta Šinkūnienė, Marc Vanholsbeeck, Stéphanie Mignot-Gérard, Haris Gekic, Michael Ochsner, Reetta Muhonen, Stevo Popovic, José Gabriel Andrade, Antun Plenkovic, Karolina Lendak-Kabok, Rita Faria, Katya De Giovanni, Julia Stukalina, Stefan de Jong, Sanja Pekovic, Elena Papanastasiou.

Apologies if somebody's reflections are missing in the minutes, Stephanie and Jolanta tried to write down as much as it was possible, but this is not a recorded transcript, so some details might be missing.

Outline of the meeting:
Following the meeting on July 5, the first part of the meeting was to discuss in a nutshell the main individual insights that each interviewer could derive from his/her interviewee concerning evaluation. The second part of the meeting was focused on potential methodology for the analysis of the interviews, on the amendments of the grid, profile of the interviewee and schedule for next interviews.

Stefan shared his opinion on the interview grid - the data he received was very rich, the grid was a little lengthy, he tried to address every aspect, but stay within one hour limit. Stefan was surprised how well the interviewee could reflect on his experiences and on how evaluation changed during those 10 years, as he accidentally interviewed a person who had 10 years after PhD and hence did not follow the definition of ECI as per COST system (i.e. max 8 years after PhD defence). The same impression was also by Stéphanie with her interviewee, however, both interviewees had 10 years after the completion of PhD and therefore the maturity of their reflections could have been partly influenced by the fact that they no longer were early career investigators. **That is why it was decided for the future interviews to stay within the ECI definition range (no more than 8 years after PhD defence).**

Stefan's interviewee's key moments regarding evaluation were peer reviewers who are competitors, evaluation for positions which revealed that knowing people was more important than research record. Also age was an important factor as during the interviews for a full professor's position the interviewee would get remarks that he is too young and can't yet be ready for such a position.

Stéphanie (her interviewee's key aspects are summarized on slides) added that for her interviewee age was also a problem. For the position of full professor you have to get the approval of the institution, and everyone would be telling her interviewee that she is too young and there are people who are senior, therefore she has to wait.

Reetta mentioned that for her interviewee the key problem related to evaluation was criteria that are not visible for positions. She got a position but did not know what the selection was based on. The evaluation panel, the criteria can change every year for various types of funding, for example.

What Marc noted about his interviewee's key moments was a clear generational gap, with senior researchers not having the same perceptions on academic requirements as junior researchers. Another aspect is that there is no real support for what happens after the defense of the PhD. The interviewee had to base his perceptions on his colleagues' experiences. For him, it was not possible to get the funding, because he is not in the right paradigm to get the best funding. No transparent information on what one needs to publish as a postdoc, one has to learn by looking at his/her colleagues. The interviewee was very much involved in very local networks as an administrator, met a lot of local people and that proved to be very useful later in his career. There as one more point about supervisors, as the interviewee had two: he was not discouraged, but at the same time he was not really helped by giving a perspective on what happens after the PhD. There was a difference between older and younger supervisors, but both were not too directive.

José Gabriel's respondent had teaching vs research combinability problem, unclear institutional rules for publishing.

Yulia mentioned that for her interviewee PhD was work 24/7. In their evaluation system research comes first, then teaching and organisational activities. In order to be promoted one has to do everything (develop courses they teach, organise conferences, etc. alongside research). So the research comes as the first priority, but if you are not active in the other two fields, you will not get promoted. It all ends up in a multitasking challenge. After getting the PhD you do not stop your research activities, so some people give up and do nothing, and some people strain themselves and try to do everything. Yulia also provided the analogy of the researchers' situation to that of the frogs from a fairytale. Two frogs fell into a jug with milk and could not get out. One frog was passive and so it just drowned, the other frog was beating frantically with her legs in the milk and after some time the milk turned into butter and the frog was able to get out of the jug.

Rita noticed that the frog analogy metaphorically points out at ECI situation in many countries: for some people opportunities and threats are intertwined. For example, mentoring could be either an opportunity or threat, milk or butter, as available research, your development as a PhD student and many other aspects depend on the mentor. This could be one of the axis for the analysis based on the interviews. One more aspect of the analysis could be criteria of evaluation: for example, changing criteria, unknown criteria and how do they influence people, how do people cope with this situation. Or fixed criteria, how are they promoted, are they promoted, etc.

Stefan commented that it might also be interesting to explore the internationalisation perspective. ECI can try their luck in other countries, if many people are leaving, it could be a message to evaluators that the country is experiencing brain drain. Marc noted that there could also be another internationalisation perspective as his interviewee wrote French publications due to private reasons (the wife) but also because he had private pragmatic reasons - it is easier to find a job in France.

Yulia raised the funding problem, for example, to pay for translations that her interviewee talked about. Her interviewee did not have a problem here, but other ECI might have a problem because if they do not speak/write good English and if they do not have financing for translating their publications into English, they are in a less advantageous position than the others who can do it themselves or have funds to hire translators.

Michael noted that he was in a slightly different situation because he remotely knew the interviewee, so projection was rather personal. She has never been applying for a job, all her jobs have been by invitation. She therefore says she has never been evaluated. Her PhD was not paid, she did it while she was working in the institution where she was employed. For her a very important issue was international mobility. In Switzerland you have to be mobile if you want to apply for a grant, you have to be at least one year abroad, so you have to be rich in order to afford this. Work trajectory costs much. Also family arguments come up, which constrained her in Switzerland. She also mentioned the language problem. She published only national publications but exclusively in English. Swiss alone is never an argument to publish internationally. Another problem was writing skills and the international publication context she was not aware of. People having problems getting into international context often think that the research problems they tackle will not be important for the international context.

Antun mentioned that major challenges for his interviewee were limited in time job contracts that are only valid for 4-5 years. ECI are anxious because they feel they do not have the future in their institutions. Also there is a difference between younger vs older generations.

Haris said that in Bosnia Herzegovina there is even less money than in Croatia for researchers. The challenges that his interviewee mentioned were various. For example, the PhD was over, but the supervisor thought it was not over, so it took her two more years to complete her PhD. Another challenge is too much teaching for ECI, it is 15-16 hours per week which leaves little time for research. Another aspect is the peer review process. National peer review process is a problem for all researchers. Almost all reviewers are from older generation. In the interviewee's opinion the international review process is much more fair, but only if we talk about Western countries, not Balkans. Your position, i.e. job, depends on the commission which employs you. Research is related to local / political relations, so she never applied for a grant. There is also a problem with funding evaluation, when you do not get funding, nobody gives you any reasons for that, there is no explanation why you did not receive the grant. If you have more international papers than others, you are safe. More international networking is appreciated for ECI. Senior researchers control everything. The problem is also age. She was too young to apply for more senior positions. There is generally no problem with a promotion, you will get it at some point in time, but only when your time comes. Now there are people who are older in age and they have to get that senior position, and you will get yours later, when your time comes. So there are those senior researchers who are they key players, the gate-keepers, who decide and control everything.

Karolina's interviewee mentioned the problem of availability of literature, applied teaching methods that she learned. The problem for her was unsure criteria for promotion. At the moment it is ok to have local publications, but maybe suddenly it will be announced that it is necessary to have publications with impact factor, nobody knows, and then she will be in trouble with only local publications list. In that discipline you also do not need co-authors, it is a very individualistic discipline.

Lithuanian experiences are put on slides just like the French ones.

Stevo called for action, as we can see how many regional issues we have at hand and our generation has to be in charge of changing it.

Rita mentioned the aspect of precariousness that could also be used for the analysis. In many countries there is a clear distinction between younger and senior scholars. So the aspect of precariousness relates to the young researchers: they have less funding, bigger teaching load, less possibilities, worse contracts, and inability to make decisions. All this results in their worse position generally.

Michael noted that from what we see there are problems with evaluation process which is wrong for science, criteria are not looking at the actual output, they are not always related at the research done.

The rest of the meeting was devoted to the discussion of practical aspects (see the slides) regarding the interview grid, the profile of the interviewee, the potential methodology and the deadlines. It was decided to keep the present interview grid not adding any suggestions raised during the first and the second meetings, as these aspects would inevitably come up anyway during the interview if they are important for the interviewee. The only small aspect that will be added is the interviewee's experience as a reviewer herself / himself as well as the final question that Marc V. suggested.

There was also a renewed discussion about the language of the interviews. It was finally decided that the interviews will be conducted in the national languages, just like the pilots, but that the interviewers will not be transcribing the prosodic elements (sounds, pauses, etc.)
We also agreed that if it will be difficult to choose between synonyms with different connotations, such as for example *intelligent* vs *clever,* we will not waste too much time but choose one and put the original word in brackets, such as "it is more clever [klug] to publish in ...". However, it is necessary to translate the whole interview and not just provide a summary.
Since we will not be transcribing the prosodic elements, it is important to keep the audio files, so that we could go back to them during the analysis, should there be such a need. A potential methodology to work with the data could be thematic analysis, with data coded into broader thematic codes, then more refined codes, etc.

The final part of the discussion in the meeting was concerning the interviewee profile and the deadlines. It was decided to keep a wide range of disciplines, but to have a balance in each country providing 2 interviews from the humanities and 2 interviews from the social sciences. It would also be important to have a gender balance with 2 male and 2 female interviewees represented from each country. The interviewee has to necessarily fall within the definition of ECI, i.e. no more than 8 years after PhD at the moment of the interview. It would also be quite important to balance the institutions whenever possible in each country, so that not all interviews come from one university.

The deadlines: 1-2 interviews transcribed and translated into English before October 15. The remaining interviews (so that we have 4 from each country including the pilot) until December 20, 2017.