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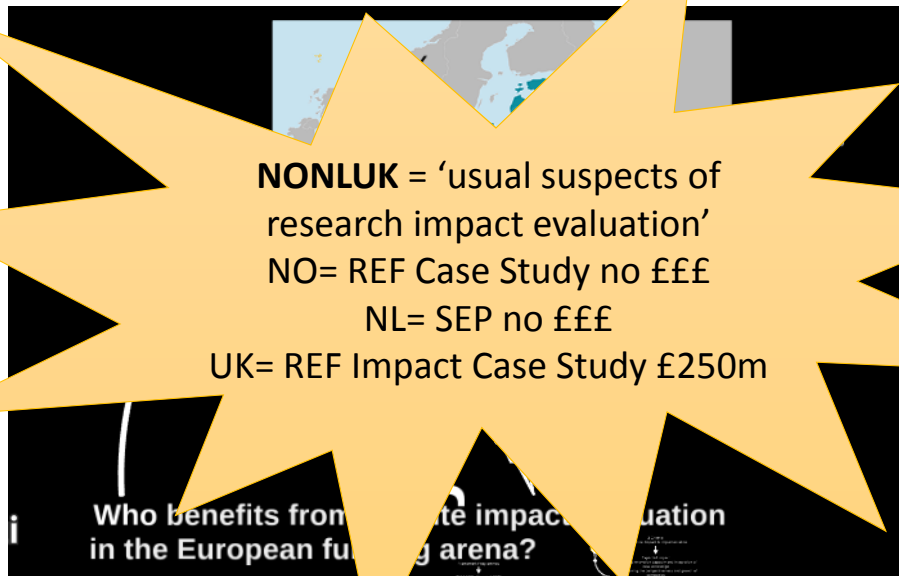
# Evaluation practices in context (WG 2)

- Main work for Y3 is structural differences in evaluation contexts
- Using a fiche completion approach (completion by December 2018)
- Model based on an ecosystem approach, fiche to map elements of local ecosystems (not representative BUT achievable)
- Work for Ljubljana – ID key ecosystem elements → fiche questions
  - Actors who participate in SSH Research societal impact creation
  - Connections between actors: formal, material, indirect, dependencies
  - Activities → structural qualities as recurrent features
- Tuesday 0930, Room 3 (small hall, second floor)

# Careers & Social Impacts in SSH (CARES)

- Joint activities between ECI SIG and WP 2:
  - 1. to understand how early career investigators perceive/search for/create social impact;
  - 2. to improve ways for social impact to be better integrated in early career researchers' day to day research and teaching activities;
  - 3. To help early career investigators develop narratives about social impact, aiming at improving their career evaluation.
- Questionnaire to ENRESSH ECI stakeholders + analysis → toolbox for managing SSH Impact to benefit ECIs (questionnaire now exists)
- Ljubljana session → establishing a core team & planning Y3 activities (Vienna/ STSM...).
- Actively seeking participants via brokerage session
- Wednesday 1045, Room 3 (small hall, second floor)

# Part I: “Understanding the dimensions of Local Contexts for Impact Generations”



Source: De Jong (2018)

- What do LPCs have to do to raise themselves up to the level of HPCs?
- How does the Matthew Effect create a lock-in in LPC/HPC split?
- How far should LPCs mimic HPCs given this lock-in?
- How far should LPCs adopt NONLUK methodologies for stimulating & evaluating SSH impact?

# Looking to the polar extremes of Impact Generating Contexts

## • Stereotypical HPC Impact Generating Context

- Properly funded research projects
- Impact a requirement for research
- Demanding local partners who give value-added feedback
- Skilled local users with own resources
- Respect for impact generation via 'intellectual role'
- Acknowledgement by institutions of importance of impact

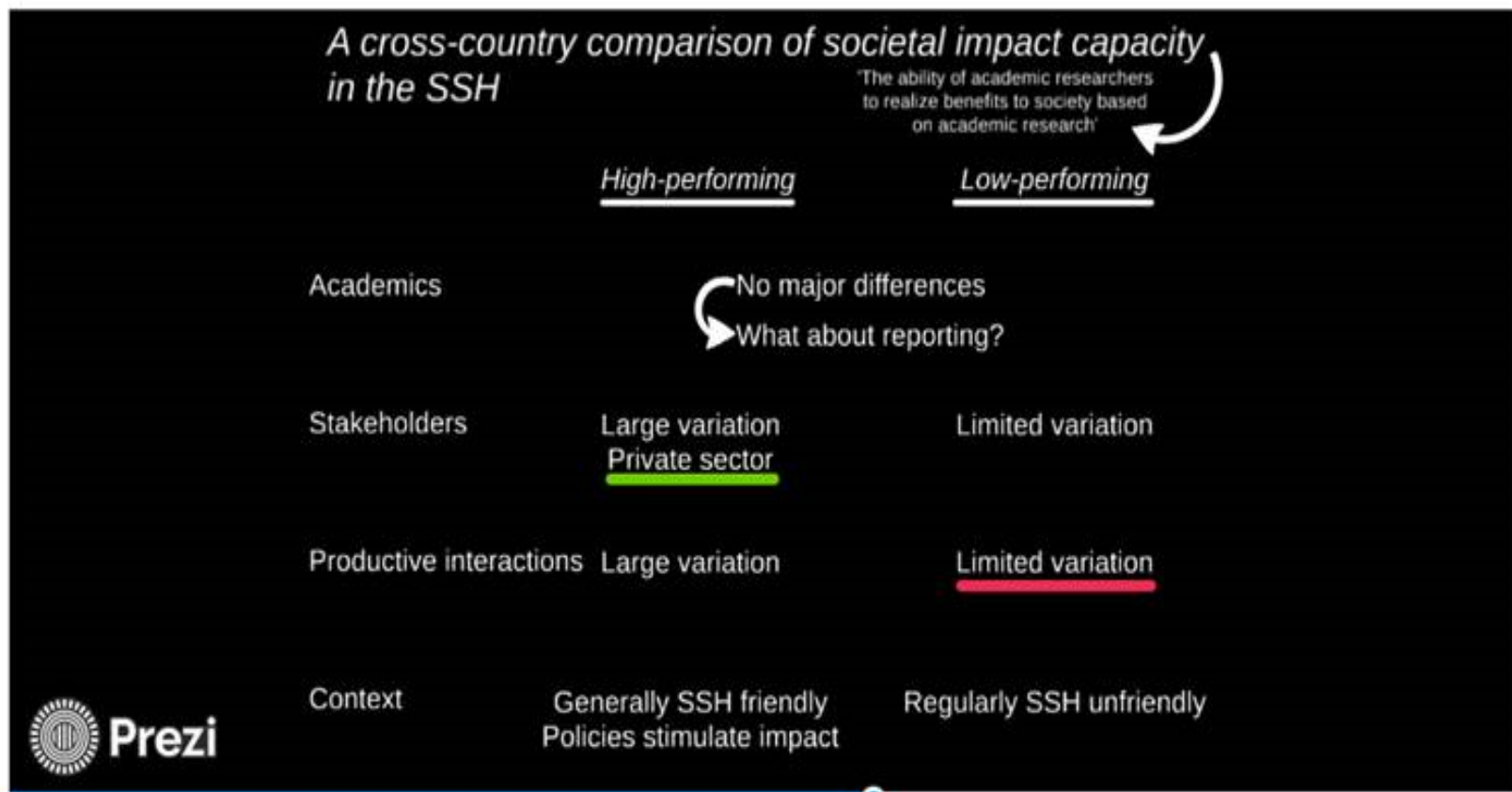
## • Stereotypical LPC Impact Generating Context

- $\delta$  Research funding via block grant
- Impact not addressed by funders
- Local partners who want definite answers to banal questions
- Civil society organisations conflict with research authority figures
- Disdain for academics infecting national body w 'foreign influence'
- Naïve/ simplistic publish-or-perish/ tenure track approaches

# *European Platform for Impact Context (EPIC)*

- Plan for Y3 is to generate understandings of different (especially **non-paradigmatic**) impact contexts
  - Avoid judgementalism and blame for LPCs for not being like HPCs
  - Acknowledge substantial SSH impact creation in ‘LPCs’
  - Provide detailed understanding of variation in potentials for impact across Europe
  - **Avoid thin policy borrowing and a “New Silicon Valley” problems**
- Meeting to be held at end of Y3
  - Brainstorm in Lisbon (spring 2018)
  - Prepare fiche (summer 2018)
  - Analyse fiche (Winter 2018)
  - Prepare working report (Spring 2019)
  - Feedback from WG2 at Spring 2019 meeting
  - *Potential Platform Event for Policymakers in Non-Paradigmatic Impact Contexts in Western Balkans Spring 2019.*

# The problematic for EPIC: the huge variation in impact capacity across ERA participants



From Lisbon:

What are the key dimensions that define local impact contexts (as basis for fiche draft?)

- A local impact context:
  - The systemic outcome of an interplay of different actors,
  - with different orientations to SSH research,
  - pursuing their own goals,
  - which give signals to **sincerely engaging SSH researchers**
  - making impact creation more or less 'easy'
- Write down variables/ issues/ tensions
- that you think might determine/ shape/ influence/ moderate
- what kind of societal response a **sincerely engaging (SSH) researcher** might receive

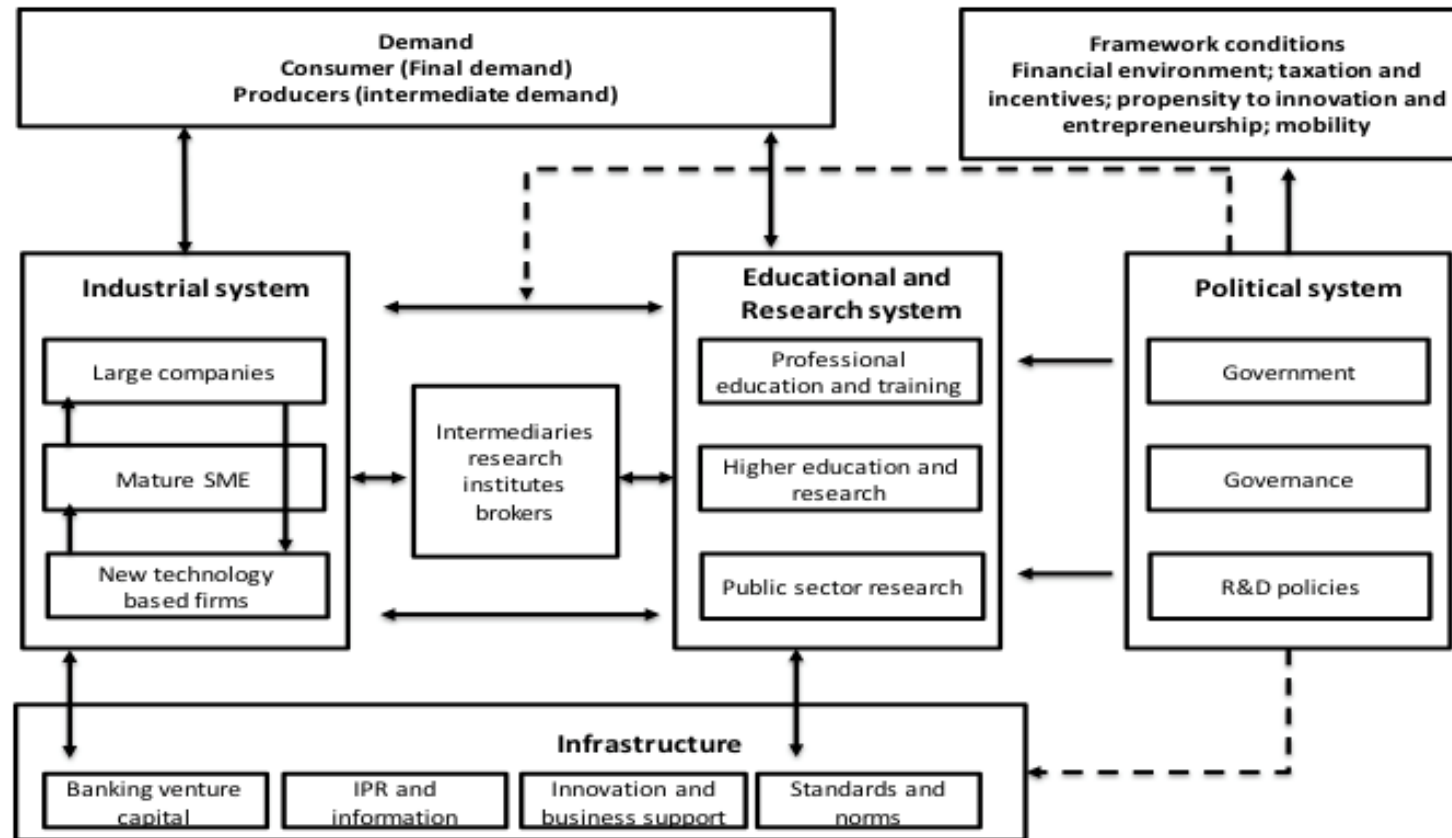
First **individually**

Then in **small groups (rapporteur)**

Finally **in plenary**

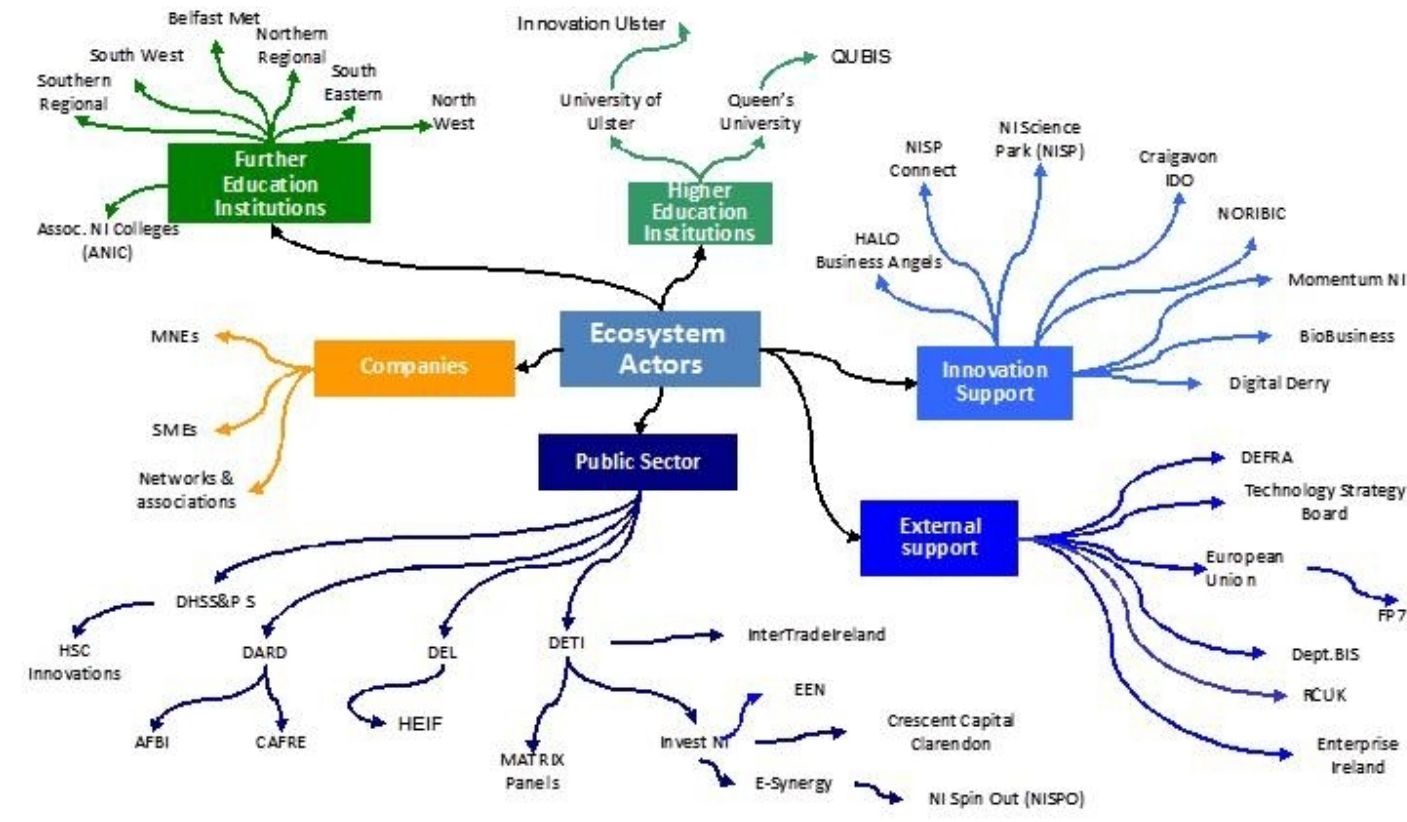


# Avoiding the rigidities of impact 'systems'

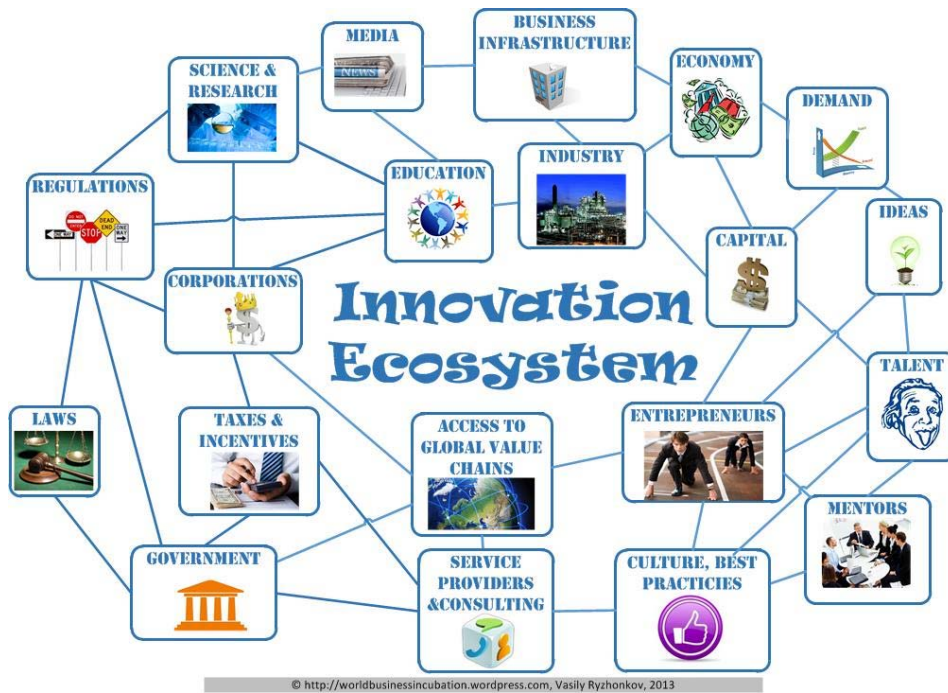


Source: Kuhlmann & Arnold, 2001

# The idea of an Impact Ecosystem



# Can we start to define the key elements of the SSH Research Impact Ecosystem?



- The advantage of ecosystem approach is dealing with variation:
  - Diversity of species
  - Fertility of the environment
  - Density/ productivity of actors
  - Progress/ (seral) development
- Challenge today is to provide first mapping of SSHRIEs ('sherries').

# Defining the key elements of the SHHRIE?

- Species active in the 'area'
- Relationships between species (predatory/ parasitic/ symbiotic/ husbandry)
- The impacts of interactions on ecosystem as a whole ('rabbits & hounds')
- Aggregate environments emerging in response to those interactions
- Environmental zones of similar/ comparable ecosystems
- Who are key actors in the RIE?
- How do the actors relate to each other?
- How do they create new niches & opportunity spaces?
- How do new niches change ecosystemic properties (development/ degradation)?
- What is ecosystem extent (individual → national)

# Who are the key actors in the ecosystem?

- Firstly, findings from the Lisbon brainstorm
- Then think about what kinds of actors they may be
- Then discuss them in plenary
- (1000-1030)

# Policy makers

- Policy-makers may be antipathetic to particular kinds of research (e.g. minority research)
- Policy-makers want facts and figures, not ambiguous academic discourse
- The alignment of science with the political approach of the day
- The lacuna for a lot of (high-level) science policy (RRI, OS, Citizen Science) and natural language making it hard to find an immediate contact level

# Knowledge creators

- Academic incentive systems → publishing
- Temporary contracts might undermine stakeholder collaboration
- Better HR policy to support impact & training for individuals to get outside their comfort zones
- Indirect impact: don't forget that teaching and research are linked, they are education institutions, so the graduates have an effect

# Knowledge users

- A social structure (educated level) where society asks sophisticated questions of the kinds that SSH can answer. (*NL: National Science Agenda*)
- Enthusiastic actors who need and benefit from the tools
- Access to media, who access and work with, and schemes to link these things; culture of relations with journalists, the mutual trust and respect.
- Power structures that allow voice/ recognition/ legitimacy to the potential users/ beneficiaries of the research & knowledge.



# Audience discussion 1:

## Who are the key actors in the ecosystem?

## What kinds of creatures are they (not monsters...)

- Ecosystem embedded in a wider society already available, influences fertility
- Informal vs formal social capital, trust in institutions formal and informal is second variable
- Politicians are not bureaucrats, short term voting cycle but churn in office; bureaucrats have a long standing role in resource management-gatekeepers (evaluators)
- Actors have functions and roles; publishers are relevant stakeholders, from different perspectives.
- Policy makers – who is the user and the policy maker, so who is making policies; it is broadly diffused between groups
- There are multidirectional relations
- The issue of trust is a key one here, do policy makers go to the same respondents all the time for preferential evidence bases
- How are archaeologists talking to policy makers?
- Serendipity – policy makers fund emergent problems, so tobacco in the past and migration, because of the crisis so be active in that
- Researchers are an octopus (Rita) snake (Gemma) plankton
- How reactive are academics to contemporary events and how does that shape long term research trajectories?
- Is there a mismatch of European and national studies, so Europe is funding studies and countries are creating camps

## Audience discussion 1 (ctd):

Who are the key actors in the ecosystem?

What kinds of creatures are they (not monsters...)

- Focus on political institutions and processes, there is a commercial sector using SSH research
- Transportation system and transport economics, the quotidian relationship
- We cannot ex ante define who are the key societal sector that academics are working with, that emerges at an individual basis , the specific actors
- FP9 will be mission related and societal has to be involved, so have to be much more concrete and ecosystems working together
- A categorisation or typology for key societal sectors?
  - Civic society
    - Formal NGOs acting for particular groups
    - Informal commy groups, social innovators, asking for help
  - Publishing industry: school curricula and programmes, popular publishing
  - Education, humanistics and enculturation, societal reproduction
  - Citizens as individuals/ taxpayers who want stuff to work well and address their legitimate concerns (also EU level)
  - Other places – anthropology, small languages, the last Bulgarian drama scholar...

## Audience discussion 1 (ctd):

Who are the key actors in the ecosystem?

What kinds of creatures are they (not monsters...)

- Academics are becoming transgressive/ disruptive and have to make a lot of contacts
- Knowledge is an actor in the sense of Law
- How central are academics in the ecosystem?
  - We are critically important to ourselves but we are not at the centre of the diagram.
  - The role of professionals in other domains have their own value systems and these have an impact
- Who is central in ecosystem?
- Where are the tensions and conflicts in this, who loses out when SSH benefits?
- What are the key European missions?
- HE is trusted and there is a lot of trust that children need HE but SSH address some of major concerns
- Who are the keystone species in the ecosystem, and which species have a role that it collapses?
- Rhizomatic thinking also needed to avoid a straightforward positivism here – opportunistic categories are not realities

# What are the relationships & collective actions in the ecosystem?

- Firstly, findings from the Lisbon brainstorm
- Then think about what kinds of actors they may be
- Then discuss them in plenary
- (up to 1145)

# Relationships between these actors in an impact ecosystem

- The topology of the research system; where is the core or the periphery of the system, is it a single place, or is it spread through multiple actors, so you have an underlying network so does that pull you away from your local partners and local interests
- Real world problems experienced by citizens do not always align with researcher approaches
- In living laboratories, they attract smart / sophisticated citizens, and not all citizens are smart and sophisticated
- Stakeholders and researchers do not always understand each other and use discourses that fit with each other
- Researchers might not understand policy processes, so a complicated/ opaque policy process might hinder SSH impact

# Activities which coordinate productive interactions

- The availability of physical space to engage with citizens
- The availability of 'platforms' to encounter various kinds of users
- SSH communicate in native language, so place of native language in evaluation (positive/ encouraging)
- Are local policy documents informed by research and academics or refer to research/ see research as part of solution (Health)?

## Audience discussion 2:

# What are the relationships & collective actions in the ecosystem?

- There is user knowledge embedded in the knowledge systems
- Policy makers operate at different levels and they create their own knowledge in these wider policy networks
- Funding is critical here, it cannot be taken for granted and it has a profound influence
- Academia can be very relevant but not just about education but bringing knowledge to public debate
- Researchers need skills to engage with journals, social media, twitter instagram etc, can impact on public debate
- Policy influencing, very different, policy actors come and go, diff to build up trusting relationships to influence
- Importance of building up a POWERFUL NETWORK WITH MOMENTUM and then have the time and opportunity to exploit it
- There is a question of how relevant SSH is, humanities cannot always do that; citizen science, participation, democracy in H2020, so bottom-up movements
- How can we ensure that citizen society GET INVOLVED IN BOTTOM UP MOVEMENT?

## Audience discussion 2 (ctd):

What are the relationships & collective actions in the ecosystem?

- A perceived lack of academic agency and power to be building impactful relationships
- Features:
  - Place where you are working
  - Communication skills
  - Networks available
  - Career level
  - Powerless situation, precarity
  - Discrimination
- Where does knowledge rear its head in society?
  - Playing and accepting the rules of the game – chasing funding opps
  - Adaptation, socialisation of the rules, tweaking for money
  - Resistance against topical research and accepting the penalties
  - This is not unique for academic



## Audience discussion 2 (ctd):

What are the relationships & collective actions in the ecosystem?

- The organisation of society
- Size of the country, competing for resources and access to Ministry ISL is very different to UK, in terms of access...
- Principal-agent relationships in the ecosystem:
  - Cascade of these downwards
  - Cascade downwards of money but risks not being able to stimulate
  - The height of the peak?
- Examples of relationships:
  - Direct policy influence in research policy, designing topics for funding
  - Conflict relationships are also important here
    - Minority studies and Roma in SK
    - Economic misconduct in crisis- austerity, bankers as economic advisors for policy agents
    - Suppression of historical knowledge, PL, HU, Australian Stolen Generation

## Audience discussion 2 (ctd):

# What are the relationships & collective actions in the ecosystem?

- Was there really a conflict interest?
  - There was a clique at the top, and society disbenefited, the risk of rentierism by privileged academics
- When do you judge the value of a thing, we all liked economists with our ninja mortgages in 2007...
- The respect levels can go up and down, so Claudia cannot respect bankers after this
- Generally in Europe, academics are rarely concerned with impact, academia is a loosely governed space, so where is the impact agenda?
- Examples of relationships:
  - Direct policy influence in research policy, designing topics for funding
  - Conflict relationships are also important here
    - Minority studies and Roma in SK
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## Audience discussion 2 (ctd):

### What are the collective actions in the ecosystem?

- There is a concrete European agenda here, a concrete evaluation system, and this has tensions between RRI and research evaluation
- The issue of the aggregation function, how can these bottom-up societal impacts achieve a purchase in these European debates?
- In UK REF, difficult to get impacts from companies because they don't want to reveal changes, SSH might have an example
- There needs to be a rigorous research on the effectiveness and evaluation, criminology assesses the impacts of new laws and the legal, sentencing, behavioural changes
- This evaluation research needs to be built into the system, so where might the numbers be, how might SSH be **building on the societal balance sheet** in various kinds of ways?
- Social media in very interesting ways so creating media content, curating-producing entertainment
- Evaluation systems do not reward these kinds of content production activities, lack of incentive here
- How can you measure the impact of these content production activities, the evidence of the end product
- Institutional evaluation takes it into account, different kinds of grades for different activities, for the levels of institutions
  - HR, for HE and research institutions, how organisation creates impact, decided at a roundtable discussion, peer review of it
- Causality is a problem so how can there be collective norms that say it is fair enough to accept a causal influence.

## Audience discussion 2 (ctd):

### What are the collective actions in the ecosystem?

- Attribution problems come from a very particular mindset connecting an outcome to a piece of research, so look at activities and their organisation in value terms
- Do we challenge or coopt the causality assumptions in the dominant evaluation frameworks?
- The importance of institutional relationships with other relationships in **ways that make it easier for more and better knowledge to flow in a useful way**
- What might a knowledge pool look like that and what does it mean to contribute knowledge in a way that might be responsible?
- SSH disciplines already have societal missions related to their history
- Resources.

# What are the systemic tendencies and characteristics of SSHRIEs?

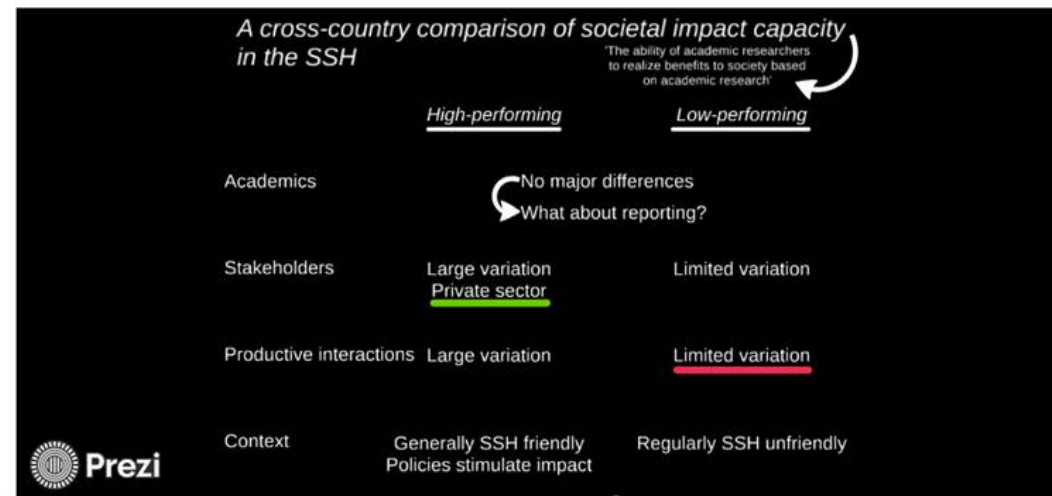
- Firstly, findings from the Lisbon brainstorm
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- (1130-1200)

# Systemic tendencies within SSHRIEs

- The tendency of the system to pull in similar ways or not:
  - Academic/ researcher: publishing in English & high IF journals vs choosing an approach to society
  - Organisational environment: universities reward systems: different profiles: teaching and research, social impact, and reward them differently. Prizes, bonuses, recognition or rewards for stakeholder engagement.
  - Stakeholders : distrust/ distance or lack of awareness of the mechanisms of how science works, communications mechanisms, how academics & stakeholders work; work needs to be exciting

# Epiphenomena of fertile SHRRRIES

- Having tools that are immediately applicable e.g. SIA
- The direction of travel of the science system and the sophistication of policy-makers
- Politics and history: determines conditions of relationship of research and society



# How can we develop a fiche to measure these things?

- What is the logical flow of the questionnaire:
  - Individual mapping out from their own personal situation?
  - Attempt to gather new data for a local/ regional context?
  - National level fiches seeking to provide a more systematic understanding?
- What kinds of question?
- Relationships to the respondents?
- Generality – system-level, institutional level, individual/ experiential level?
- What are the next steps for the WG leading up to the Vienna & Copenhagen meetings?
- **HOW CAN WE GET A FICHE THAT YOU'LL BE HAPPY TO FILL IN WITHIN THE NEXT FOUR MONTHS?**
  - Length?
  - Amount of new information?
  - Relation to personal knowledge?



## Audience discussion 3:

# What five things must an impact context description include to be relevant to me/us?

### Group 1 (Claudia)

1. The importance of activities vs output in evaluation
2. How institutions support impact
3. Evaluation of impact, and way it is evaluated within funding related to the activity
4. Impact in the daily agenda: is impact xx that people talk about
5. Is impact compulsory or ignored
6. The knowledge brokers
7. Experts are not necessarily trusted
8. 1-3 examples of own impact

### Group 2 (Alexis – macro – micro)

1. International european level, strategic concerns, societal development goals
2. national frameworks, funding models, local level and the resources
3. The institutional contexts, what is the institution, support, training and policy within institution
4. Differences between the disciplines in SSH, history vsd psychology
5. Personal ionterests and drives and capacities of researchers themselves.

## Audience discussion 3 (ctd):

# What five things must an impact context description include to be relevant to me/us?

Group 3 (Rita) Principles to be applied to relationships netwe

1. Transparency and openness
2. Fairness
3. Resources
4. Leadership and support
5. Self and external reflexivity instead of reviewer criticism
- 6.

Group 4 (Stefan)

1. How does the respondent define impact?
2. Are they aware of societal issues that the research could contribute to?
3. The practical support and typical ways to organise impact how they do that?
4. Policies and incentives, are there incentives and do they work positively or negatively on you
5. 3-5 most important or frequent stakeholders,
6. Ease of access to stakeholders- proactivity of stakeholders

# *European Platform for Impact Context (EPIC)*

- Plan for Y3 is to generate understandings of different (especially **non-paradigmatic**) impact contexts
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