The Leiden Research Quality Matrix

A shared language for reflection, development and assessment in research.

Leiden University
Version October 2026

Universiteit Leiden

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Research quality in context

The Leiden Research Quality Matrix offers ten research competences and a broad range of evidence examples. Use it in conversations about development, recruitment and promotion, grant or prize applications, and other assessment processes.

Start from the purpose, the strategy of the team or unit, and the agreed role profile. Select competences and evidence that fit the research goals and context. Their relevance and emphasis vary across disciplines, roles and career stages. The matrix accommodates basic, interdisciplinary, participatory and policy-oriented research.

A source of inspiration, not a checklist.
This matrix supports conversations about quality and development. Use it to select meaningful evidence and explain contributions in context, prioritising quality over quantity. It is a support tool, not a standalone assessment framework. Apply it within the university's applicable agreements, role profiles and policy frameworks. The examples are non-exhaustive: staff are not expected to meet every description or provide every type of evidence.

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The Leiden Research Quality Matrix

RESEARCH COMPETENCES

- Rigour of Research
- Originality of Research
- Contribution to the Research Community

How to use the matrix

Leadership

Research competences

Select a competence to explore its meaning and evidence examples.

Rigour of Research

research.

Originality of Research

research community.

Determine purpose, relevant competences and appropriate evidence

For researchers

1. Start from purpose and strategy

Clarify the purpose, your research goals and how your role contributes to the strategy of your team or unit.

2. Select relevant competences

Choose competences that fit your role and goals. Agree with your supervisor on relevant contributions and responsibilities.

3. Choose and explain appropriate evidence

Select meaningful examples, explain your own contribution and reflect on quality, context and limitations. The same evidence may support several competences.

For supervisors, managers and evaluators

1. Start from purpose and strategy

Clarify the purpose and expected contribution of the role. Take account of discipline, opportunities, career stage and responsibilities.

2. Agree on relevant competences

Agree on relevant competences and expectations. Discuss differences in emphasis within applicable role profiles and policy.

3. Discuss appropriate evidence

Agree which evidence is relevant and keep requests proportionate. Discuss the quality and meaning of contributions, development and suitable next steps.

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The Leiden Research Quality Matrix

RESEARCH COMPETENCES

- Rigour of Research
- Originality of Research
- Academic Relevance and Impact
- Societal Relevance and Impact
- Transparency of Research
- Research Ethics and Integrity
- Collaboration
- Research Coordination and Supervision
- Securing Resources for Research
- Contribution to the Research Community

How to use the matrix

Leadership

Research competences

Select a competence to explore its meaning and evidence examples.

Rigour of Research

Ensuring rigour in research design, methods, analysis and reporting.

Originality of Research

Developing new questions, insights, methods, materials or applications.

Academic Relevance and Impact

Advancing knowledge and contributing to academic fields.

Societal Relevance and Impact

Making relevant contributions and having an impact beyond academia.

Transparency of Research

Making responsible choices about openness, documentation and traceability.

Research Ethics and Integrity

Recognising ethical issues and conducting research responsibly.

Collaboration

Working with others to strengthen research and shared learning.

Research Coordination and Supervision

Coordinating research activities and supporting researchers.

Securing Resources for Research

Mobilising financial and non-financial resources for research.

Contribution to the Research Community

Strengthening the quality and capacity of the wider research community.

Rigour of Research

Ensuring rigour in research design, methods, analysis and reporting.

What this competence entails

Rigour concerns the robustness and trustworthiness of the research process. Assessment considers the appropriateness of choices concerning questions, theory, sources or data, design, methods, engagement of relevant stakeholders, analysis, reporting and conclusions, as well as quality assurance and acknowledgement of limitations.

Examples of evidence

Choose evidence that is meaningful for your role and purpose.

1. A concise account of the appropriateness of research choices →
2. Selected research outputs demonstrating rigorous practice →
3. Documentation of quality assurance, for example protocols →
4. Explanation of the robustness and appropriateness of the methods, analyses or technologies used →
5. Independent scrutiny of research rigour →
6. Reproducibility, replication and robustness →
7. Independent validation and use of methods or resources →
8. Relevant training and professional development →

Rigour of Research

Examples of evidence 1-4 | Interpret evidence in relation to purpose, contribution and context.

1 A concise account of the appropriateness of research choices

A concise account explaining why the research questions, positioning, framework, design, sources or data, methods and analytical choices were appropriate. Include quality assurance and explain how limitations and alternative interpretations were addressed.

2 Selected research outputs demonstrating rigorous practice

Selected outputs, such as articles, books, datasets or software, accompanied by an explanation of the features that demonstrate rigorous practice. Evidence of transparent, adequate and complete reporting, including clear links between research questions, data, analysis, results and conclusions, and appropriate reporting of limitations or inconclusive and negative findings. Documentation showing how sources, cases or materials were identified, selected, contextualised and interpreted, including attention to breadth, provenance, gaps and competing readings.

3 Documentation of quality assurance, for example protocols

Documentation of quality assurance, for example protocols, methodological appendices, validation procedures, data-quality checks, participant training materials, code, laboratory or fieldwork documentation, preregistrations or audit trails.

4 Explanation of the robustness and appropriateness of the methods, analyses or technologies used

Explanation of the robustness and appropriateness of the methods, analyses or technologies used, including why they were appropriate for the research question and how limitations, uncertainty and alternative interpretations were addressed.

Rigour of Research

Examples of evidence 5-8 | Interpret evidence in relation to purpose, contribution and context.

5 Independent scrutiny of research rigour

Substantive feedback from independent peers or experts that specifically examines the appropriateness of the design, methods, sources, analysis or conclusions. This may be documented in peer-review reports, methodological reviews or expert evaluations. Explain what the scrutiny shows about rigour and how you addressed limitations or criticism. Publication acceptance, journal prestige or a positive verdict alone is not evidence of rigour.

6 Reproducibility, replication and robustness

Documented attempts to reproduce analyses, replicate studies, triangulate findings or test robustness, including sensitivity analyses or comparison of citizen-collected data with suitable professional or reference data. Explain methods, outcomes and limitations. Rigour does not require the same result: well-conducted attempts that yield different, inconclusive or null findings can clarify uncertainty or limits. Interpret outcomes in light of the question, methods and disciplinary context.

7 Independent validation and use of methods or resources

Documented independent examination, testing or use of a method, reference work, dataset, software tool or standard. Explain what was assessed, what the findings support and which limitations remain. Validation may identify shortcomings or conditions of use; it need not confirm the original claims. Adoption by others can support the account, but uptake alone does not establish validity. Distinguish completed findings from work still in progress.

8 Relevant training and professional development

Relevant training and professional development, accompanied by reflection on how this strengthened the rigour of the research.

Originality of Research

Developing new questions, insights, methods, materials or applications.

What this competence entails

Originality concerns what is genuinely new in relation to existing work. It may lie in a question, concept, theory, result, interpretation, source, collaboration, way of involving the public, dataset, method, technology, design, synthesis or application. Both developing a new approach and applying an existing approach in a genuinely new context may demonstrate originality.

Examples of evidence

Choose evidence that is meaningful for your role and purpose.

1. **Explanation of originality in relation to existing work**
2. **Independent assessment identifying novelty or originality**
3. **New or innovatively applied methods, technologies, tools or research approaches**
4. **Novel data sources or research materials**
5. **Research-based designs, prototypes or digital infrastructures**
6. **Patents, licences or other forms of protected intellectual output**
7. **Selected research outputs demonstrating originality**
8. **External recognition related specifically to originality or innovation**

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How to use the matrix

Leadership

Originality of Research

Examples of evidence 1-4 | Interpret evidence in relation to purpose, contribution and context.

Competence | **Evidence 1-4** | Evidence 5-8

1 Explanation of originality in relation to existing work

An explanation accompanying selected evidence, showing what is new relative to existing work and which specific features substantiate the claim.

2 Independent assessment identifying novelty or originality

Peer-review reports, expert assessments or citations in which independent scholars explicitly identify the question, concept, theory, interpretation or approach as novel or original.

3 New or innovatively applied methods, technologies, tools or research approaches

Newly developed approaches, or established approaches adapted to a genuinely new context, accompanied by an explanation of how they differ from existing practice and what new possibilities they create.

4 Novel data sources or research materials

Novel data sources or research materials, such as newly created datasets, including data collected with citizen scientists, databases, archives, collections, digitised sources, local or experiential knowledge contributed by communities, or combinations of existing data that enable new forms of analysis.

Originality of Research

Examples of evidence 5-8 | Interpret evidence in relation to purpose, contribution and context.

5 Research-based designs, prototypes or digital infrastructures

Research-based designs, prototypes or digital infrastructures, such as citizen science platforms, apps or engagement toolkits, documented and academically grounded so that their originality, assumptions and contribution can be critically examined.

6 Patents, licences or other forms of protected intellectual output

Patents, licences or other forms of protected intellectual output, where these demonstrate a novel technology, method, design or application arising from the research.

7 Selected research outputs demonstrating originality

Selected research outputs demonstrating originality, such as articles, books, book chapters, critical or source editions, exhibition catalogues, software, datasets, conference contributions or edited volumes, accompanied by an explanation of the innovative element.

8 External recognition related specifically to originality or innovation

External recognition explicitly related to originality or innovation, such as prizes, awards, innovation grants, invited lectures or expert invitations, accompanied by an explanation of the original element recognised.

Academic Relevance and Impact

Advancing knowledge and contributing to academic fields.

What this competence entails

Academic relevance and impact concern the ability to identify and address questions that matter to the advancement of knowledge and the development of a field. Evidence should show the contribution to scholarly debates, methods, resources or research directions, and how the work is used, recognised or further developed by others.

Examples of evidence

Choose evidence that is meaningful for your role and purpose.

1. Explanation of the academic relevance of a research line
2. Evidence of academic use or uptake
3. Incorporation into reviews, handbooks or standard works
4. Incorporation into academic teaching
5. Examples of influence on subsequent research
6. Invitations and academic collaborations
7. Peer recognition related to scientific significance
8. Scientific, editorial or expert roles

The Leiden Research Quality Matrix

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Rigour of Research


Originality of Research


Academic Relevance and Impact


Societal Relevance and Impact


Transparency of Research


Research Ethics and Integrity


Collaboration


Research Coordination and Supervision


Securing Resources for Research


Contribution to the Research Community

How to use the matrix


Leadership

Academic Relevance and Impact

Examples of evidence 1-4 | Interpret evidence in relation to purpose, contribution and context.

Competence | **Evidence 1-4** | Evidence 5-8

1 Explanation of the academic relevance of a research line

Explanation of the academic relevance of a research line, describing the scholarly question, debate or field development to which the research responds.

2 Evidence of academic use or uptake

Evidence of academic use or uptake, such as citations, reuse of data, software, methods, instruments or infrastructure, or replication, extension or application by other research groups.

3 Incorporation into reviews, handbooks or standard works

Evidence that the contribution has become part of the field's established knowledge base through reviews, handbooks, reference works or comparable syntheses.

4 Incorporation into academic teaching

Course materials, textbooks, assigned readings or other evidence showing that the work is used to teach future generations of researchers.

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How to use the matrix

Leadership

Academic Relevance and Impact

Examples of evidence 5-8 | Interpret evidence in relation to purpose, contribution and context.

5 Examples of influence on subsequent research

Examples showing how the work informed new questions, approaches, collaborations, replications, extensions or lines of inquiry in subsequent research.

6 Invitations and academic collaborations

Invitations and academic collaborations, such as invited lectures, conference panels, expert workshops or research partnerships, signalling the relevance of your work across academic contexts.

7 Peer recognition related to scientific significance

Peer recognition related to scientific significance, such as competitive grants, fellowships, prizes or awards, accompanied by an explanation of how these demonstrate academic relevance.

8 Scientific, editorial or expert roles

Scientific, editorial or expert roles, such as membership of scholarly councils, editorial boards, review panels or academic networks, where these demonstrate recognition of relevant expertise.

Societal Relevance and Impact

Making relevant contributions and having an impact beyond academia.

What this competence entails

Societal relevance and impact concern why research matters beyond academia. Assessment considers the societal, professional, policy, clinical, cultural, educational or public question addressed; the involvement of relevant partners, communities and members of the public, especially those affected by the research; and evidence of use, learning, uptake or contribution to change. Because impact may take time and is rarely attributable to one contribution alone, evidence may also concern the conditions created for impact.

Examples of evidence

Choose evidence that is meaningful for your role and purpose.

1. **Explanation of the societal context and intended contribution** →
2. **Research outputs for societal or professional audiences** →
3. **Design and facilitation of co-creation and participatory research** →
4. **Evidence of societal use, uptake or change** →
5. **Media coverage and public reach** →
6. **Activities for and with societal organisations** →
7. **Recognition by societal or professional partners** →
8. **Grants recognising societal relevance or pathways to impact** →

Societal Relevance and Impact

Examples of evidence 1-4 | Interpret evidence in relation to purpose, contribution and context.

1 Explanation of the societal context and intended contribution

Explanation of the societal context and intended contribution, identifying the relevant target groups, users, partners or stakeholder communities, the question or need addressed, and the change or benefit sought.

2 Research outputs for societal or professional audiences

Research outputs for societal or professional audiences, such as policy briefs, guidelines, professional tools, educational resources, exhibitions, databases, interventions, serious games, public-facing publications, podcasts, videos or blogs. Examples may include results returned to participants in an accessible form.

3 Design and facilitation of co-creation and participatory research

Evidence of designing, facilitating and evaluating participatory research or citizen science, including co-creation with societal stakeholders. Examples include engagement plans, inclusive recruitment, workshops, dialogue or field activities, and involvement of citizens or communities in setting questions, developing methods, collecting or analysing data, interpreting findings or producing outputs. Explain who was involved, how and why, and what evaluation of the engagement revealed.

4 Evidence of societal use, uptake or change

Documents showing research use in policy or practice; evaluations, before-and-after records or user feedback showing changes in practice, services or decisions, with an explanation of the research contribution. Stakeholder feedback or user evidence, such as interviews, evaluations, user data or partner or participant reflections, showing reach, use, learning, new skills or contribution to change.

Societal Relevance and Impact

Examples of evidence 5-8 | Interpret evidence in relation to purpose, contribution and context.

5 Media coverage and public reach

Coverage or engagement in media, public reports, civil-society publications, exhibitions, events such as science festivals, public lectures or dialogue sessions, or digital channels, accompanied by evidence of the audiences reached, the dialogue with them or the discussion generated.

6 Activities for and with societal organisations

Activities for and with societal organisations, including advisory work, contract research, professional training or strategic partnerships.

7 Recognition by societal or professional partners

Recognition by societal or professional partners, such as partner funding, in-kind contributions, professional prizes, advisory appointments or invitations based on the societal relevance of the research.

8 Grants recognising societal relevance or pathways to impact

Competitive grants or commissioned funding explicitly recognising societal relevance, partner involvement or a credible pathway to impact.

Transparency of Research

Making responsible choices about openness, documentation and traceability.

What this competence entails

Transparency concerns deliberate and responsible choices about accessibility, documentation and traceability of research for academic and non-academic audiences, accounting for disciplinary practice, privacy, ethics, security, intellectual property, contractual obligations and agreements with participants. The guiding principle is to be as open as possible and as closed as necessary.

Examples of evidence

Choose evidence that is meaningful for your role and purpose.

1 **Openly accessible research outputs** →

2 **Early sharing of research** →

3 **Transparency about research design and analysis** →

4 **Openly accessible and well-documented research data** →

5 **Open methods and research materials** →

6 **Your contribution to transparent review** →

7 **Justified decisions about restrictions** →

8 **Contributions to open science capacity and culture** →

Transparency of Research

Examples of evidence 1-4 | Interpret evidence in relation to purpose, contribution and context.

1 Openly accessible research outputs

Openly accessible research outputs, such as open access articles, books, reports, datasets, software, designs or other research products, including plain-language summaries for participants and the public.

2 Early sharing of research

Early sharing of research, for example through preregistrations, preprints, working papers, protocols or other forms of timely dissemination.

3 Transparency about research design and analysis

Transparency about research design and analysis, such as preregistrations, registered reports, study protocols or documented analysis plans.

4 Openly accessible and well-documented research data

Openly accessible and well-documented research data, including FAIR datasets, databases, metadata and documentation that support understanding, verification and reuse. Where relevant, explain how Indigenous data governance is addressed, for example through the CARE Principles for Indigenous Data Governance.

Transparency of Research

Examples of evidence 5-8 | Interpret evidence in relation to purpose, contribution and context.

5 Open methods and research materials

Open methods and research materials, such as software, code, workflows, instruments, protocols, lab notebooks or methodological documentation.

6 Your contribution to transparent review

Evidence of your own contribution to making scholarly review transparent. This may include open reports and author responses on your own outputs, or reviews and critiques you have written and shared openly, where permitted. Explain your role and how the exchange enables scrutiny or improvement. Publication in a journal offering open review is not sufficient on its own; identify the review material made accessible.

7 Justified decisions about restrictions

Justified decisions about restrictions, explaining why data, materials, methods or outputs cannot be made open because of privacy, ethics, security, intellectual property, contractual obligations, agreements with participants and communities about use of their data or knowledge, or other legitimate considerations.

8 Contributions to open science capacity and culture

Contributions to open science capacity and culture, such as developing guidance, training colleagues or citizen co-researchers, supporting community standards or contributing to shared infrastructure and practices.

Research Ethics and Integrity

Recognising ethical issues and conducting research responsibly.

What this competence entails

Research ethics and integrity concern recognising and addressing ethical issues and conducting research responsibly. This includes preparing research for ethical review and obtaining approval where required; protecting participants and other affected groups and treating research contributors fairly; handling data and sources responsibly; and being honest and accountable in research decisions and reporting. Responsibilities depend on the research context and the individual's role. Interpret responsibilities in light of the disciplinary, professional and institutional standards that apply to the research.

Examples of evidence

Choose evidence that is meaningful for your role and purpose.

1. **Ethical review and responsible follow-up** →
2. **Responsible management of data, sources and materials** →
3. **Protection, fair treatment and reciprocity** →
4. **Clear agreements on roles, authorship and responsibilities** →
5. **Quality assurance and accountability procedures** →
6. **Assessment of collaboration, knowledge-security or dual-use risks** →
7. **Transparent handling of errors** →
8. **Integrity training and professional development** →

Research Ethics and Integrity

Examples of evidence 1-4 | Interpret evidence in relation to purpose, contribution and context.

1 Ethical review and responsible follow-up

Examples include contributions to ethics applications, participant information and consent materials, responses to ethics committee feedback, or changes to a research plan following ethical review. Explain your own contribution and how ethical considerations informed the research. Where formal review is not required, a brief account of relevant ethical considerations and the choices made may be appropriate.

2 Responsible management of data, sources and materials

Responsible management of data, sources and materials, including data management plans, privacy arrangements, security measures and documentation of access, storage, retention and sharing decisions.

3 Protection, fair treatment and reciprocity

Evidence of protecting and fairly involving participants, communities and other affected groups: informed consent, clear information, safeguards for sensitive data, and attention to risks, burdens and volunteers' time and costs. For participatory research, show how contributors were kept informed, received accessible results, were acknowledged and could benefit, explaining how their time, knowledge and resources were respected.

4 Clear agreements on roles, authorship and responsibilities

Clear agreements on roles, authorship and responsibilities, such as contribution statements, authorship agreements, recognition for citizen and community contributions, supervision arrangements and declarations of conflicts of interest.

Research Ethics and Integrity

Examples of evidence 5-8 | Interpret evidence in relation to purpose, contribution and context.

5 Quality assurance and accountability procedures

Quality assurance and accountability procedures, such as audit trails, verification checks, reproducibility procedures, version control or documented review of data and analyses.

6 Assessment of collaboration, knowledge-security or dual-use risks

Assessment of collaboration, knowledge-security or dual-use risks, particularly where research involves sensitive knowledge, external partners, restricted technologies or complex international contexts.

7 Transparent handling of errors

Corrections, errata or retractions, accompanied where relevant by an account of how the issue was identified, addressed and prevented from recurring.

8 Integrity training and professional development

Integrity training and professional development, accompanied by reflection on how this informed research decisions or changed practice.

Collaboration

Working with others to strengthen research and shared learning.

Competence | Evidence 1-4 | Evidence 5-8

What this competence entails

Collaboration concerns the purpose, quality and added value of working together. Partners may include colleagues across disciplines, academic and societal organisations, citizens and community groups. Evidence should make roles, contributions and reciprocal involvement visible, explain why collaboration was needed, and show how it strengthened research, relevance, learning or capacity.

Examples of evidence

Choose evidence that is meaningful for your role and purpose.

1. Overview of key collaborations
2. Case studies of interdisciplinary or transdisciplinary projects
3. Collaborative outputs and activities
4. Evidence of co-creation with academic or societal partners
5. Evidence of team-science practices and infrastructure
6. Reflection on the quality of collaboration
7. Evidence of the breadth and diversity of collaboration
8. Visual overview of collaboration networks

Collaboration

Examples of evidence 1-4 | Interpret evidence in relation to purpose, contribution and context.

1 Overview of key collaborations

Overview of key collaborations, describing the partners involved, their different disciplines, sectors or locations, the purpose of the collaboration, and the respective roles and contributions. This may include repeated or sustained collaborations, describing their duration and development.

2 Case studies of interdisciplinary or transdisciplinary projects

Use case studies to explain why interdisciplinary or transdisciplinary collaboration was needed, which disciplinary or organisational boundaries were crossed, and what scientific, professional or societal value it added.

3 Collaborative outputs and activities

Collaborative outputs and activities, such as co-authored publications, datasets, software, patents, research agendas, policy or strategy documents, joint projects, consortia, grants or funding applications.

4 Evidence of co-creation with academic or societal partners

Evidence of co-creation with academic, professional, societal, clinical or industry partners, or with citizens, patients and community groups, including their involvement in setting research questions, conducting or interpreting research, and developing or applying outcomes.

Collaboration

Examples of evidence 5-8 | Interpret evidence in relation to purpose, contribution and context.

5 Evidence of team-science practices and infrastructure

Evidence of team-science practices and infrastructure, such as shared facilities, databases, software, governance arrangements, mentoring, leadership practices or other resources that enable effective collaboration. Contribution statements, for example using the CRediT taxonomy, that make visible the different roles of researchers, technical staff, research support staff, external partners and citizen scientists or other public contributors.

6 Reflection on the quality of collaboration

Reflection on the quality of collaboration, including partner and participant feedback, interviews, focus groups or team evaluations. Explain lessons learned and changes made to improve collaborative practices. For repeated or sustained collaborations, include evidence that partners regarded the collaboration as valuable and chose to continue or deepen it.

7 Evidence of the breadth and diversity of collaboration

Evidence of the breadth and diversity of collaboration, for example across disciplines, faculties, organisations, sectors, countries or regions, and with groups that are under-represented in research.

8 Visual overview of collaboration networks

A map or other visual overview of collaboration partners across disciplines, organisations, sectors, countries or regions, accompanied by an explanation of the network's purpose and the individual's role.

Research Coordination and Supervision

Coordinating research activities and supporting researchers.

What this competence entails

Research coordination and supervision concern the day-to-day and longer-term coordination of research and support for researchers and teams, including volunteer and community researchers where relevant. Assessment considers safe and supportive working and learning conditions; clear goals, roles, expectations and quality standards; appropriate planning; and discussion of progress, risks and well-being. Quality is demonstrated through practice and experienced support, including researchers' development, rather than a formal role or number of supervisees.

Examples of evidence

Choose evidence that is meaningful for your role and purpose.

1. Coordination of researchers, volunteers and communities →
2. Effective doctoral supervision →
3. Supervision or project agreements →
4. Supporting early-career researcher development →
5. Narrative on handling difficulties, delays or conflicts →
6. Improvements in practices →
7. Relevant training and professional development →
8. Recognition for supervision or research coordination →

Research Coordination and Supervision

Examples of evidence 1-4 | Interpret evidence in relation to purpose, contribution and context.

1 Coordination of researchers, volunteers and communities

An overview of research coordination and supervision responsibilities, including the nature, scope and context of the role. Where relevant, show how volunteers, citizen scientists or community co-researchers were recruited, trained, supported and kept informed, with attention to retention, motivation, well-being and the burden of taking part.

2 Effective doctoral supervision

Evidence such as supervision agreements, progress records, structured feedback from doctoral candidates or co-supervisors, timely completion patterns, and examples of how candidates were supported at key stages of the doctoral trajectory.

3 Supervision or project agreements

Agreements that make research goals, roles, responsibilities, meeting arrangements, quality standards and mutual expectations explicit. Project records and feedback can show proportionate planning, progress discussions, milestone reviews, documentation and timely adjustment when circumstances change.

4 Supporting early-career researcher development

Examples and structured feedback from researchers showing how supervision supported their independence, expertise, confidence, responsibilities and career perspective, with reflection on feedback and actions taken.

Research Coordination and Supervision

Examples of evidence 5-8 | Interpret evidence in relation to purpose, contribution and context.

5 Narrative on handling difficulties, delays or conflicts

A narrative explaining how risks, delays, disagreements, performance concerns or well-being issues were identified, discussed and addressed responsibly and safely.

6 Improvements in practices

Reflection showing how structured feedback from supervisees or team members, completed trajectories or difficult situations led to changes in coordination, supervision or support, with examples of the changes made.

7 Relevant training and professional development

Courses, peer-learning activities or other professional development, accompanied by reflection on how these improved coordination or supervision practice.

8 Recognition for supervision or research coordination

Prizes, awards or other recognition explicitly related to the quality of supervision or research coordination, with an explanation of the practice recognised.

Securing Resources for Research

Mobilising financial and non-financial resources for research.

What this competence entails

Depending on context, resources may include internal or external funding, contract research, partner contributions, facilities, data, infrastructure, expertise or staff time. Assessment considers how the individual helped mobilise these resources and how they supported research quality, continuity or development, taking career stage and discipline into account.

Examples of evidence

Choose evidence that is meaningful for your role and purpose.

1 **Overview of resources secured**

2 **Examples showing how secured resources enabled research**

3 **Contribution to funding applications**

4 **Evidence of developing funding capacity**

5 **Resources secured for collaborative research**

6 **Reflection on funding and resource mobilisation**

7 **In-kind and non-financial resources mobilised**

8 **Strategic engagement to enable future research resources**

Securing Resources for Research

Examples of evidence 1-4 | Interpret evidence in relation to purpose, contribution and context.

1 Overview of resources secured

Overview of resources secured, such as research grants, seed funding, contract research, internal resources, and financial or in-kind contributions from external partners.

2 Examples showing how secured resources enabled research

Examples showing how secured resources enabled research, for instance by supporting staff appointments, data collection, infrastructure, collaboration, open science or follow-up research.

3 Contribution to funding applications

Contribution to funding applications, for example in developing a research idea, building a consortium, writing a proposal, preparing a budget or coordinating an application.

4 Evidence of developing funding capacity

Evidence of developing funding capacity, such as supporting colleagues in applications, contributing to shared funding strategies or helping early-career researchers acquire resources.

Securing Resources for Research

Examples of evidence 5-8 | Interpret evidence in relation to purpose, contribution and context.

5 Resources secured for collaborative research

Resources secured for collaborative research, including interdisciplinary or transdisciplinary projects, consortia and partnerships with academic, societal, professional, industry or community partners.

6 Reflection on funding and resource mobilisation

Reflection on funding and resource mobilisation, including choices made, lessons learned from successful and unsuccessful applications, and how these informed subsequent research plans.

7 In-kind and non-financial resources mobilised

Documented access to facilities, equipment, data, infrastructure, expertise, staff or volunteer time, community knowledge, sites, venues or other in-kind contributions. Explain your role in mobilising these resources and how they enabled research, including their scale, relevant conditions and shared arrangements.

8 Strategic engagement to enable future research resources

Documented engagement with funders, policymakers, partners, stakeholder communities or relevant networks to build recognition of research needs and shape longer-term funding opportunities or access to facilities, expertise and other resources. Explain the individual's contribution and any resulting commitments or opportunities.

Contribution to the Research Community

Strengthening the quality and capacity of the wider research community.

What this competence entails

Community contributions support the quality, trustworthiness or collective capacity of research beyond personal projects and supervision of one's own team. Relevant contributions may strengthen scholarly scrutiny, shared methods and infrastructure, responsible research practices or opportunities for researchers to learn. Explain who benefited, your contribution and the change or value created. General administration or holding an institutional office is not, by itself, evidence of research quality. Where an activity spans domains, identify its specific contribution to the research community.

Examples of evidence

Choose evidence that is meaningful for your role and purpose.

1. Contributions to scholarly quality assurance →
2. Service in academic or professional organisations →
3. Community-building activities →
4. Support for colleagues and early-career researchers →
5. Governance that supports research quality →
6. Contributions to open science and responsible research communities →
7. Initiatives that strengthen academic culture →
8. Sustained contributions to national or international networks →

Contribution to the Research Community

Examples of evidence 1-4 | Interpret evidence in relation to purpose, contribution and context.

1 Contributions to scholarly quality assurance

Peer review, editorial work, assessment panels or other expert review activities. Explain the substantive contribution to the scrutiny or improvement of research, methods or reporting; a role title or number of reviews alone does not show quality.

2 Service in academic or professional organisations

Active roles in committees, boards, advisory groups, learned societies or professional associations that improve research standards, shared resources or scholarly exchange. Explain the specific research-related contribution and its value for the community.

3 Community-building activities

Organising seminars, conferences, workshops, summer schools, networks or other forums for exchange and collaboration, including citizen science networks that connect researchers and communities. Show how the activity enabled critical dialogue, shared learning or better research practices, and explain your contribution.

4 Support for colleagues and early-career researchers

Mentoring, peer feedback, informal guidance, onboarding or learning opportunities beyond supervision of your own team. Explain how this support strengthened colleagues' research capabilities, independence or responsible practice.

Contribution to the Research Community

Examples of evidence 5-8 | Interpret evidence in relation to purpose, contribution and context.

5 Governance that supports research quality

Contributions to research-network committees, scholarly advisory groups, funding panels or prize committees. Explain how the work strengthened research assessment, shared priorities, standards or access to resources beyond your own team; distinguish this contribution from routine administration.

6 Contributions to open science and responsible research communities

Training, working groups or development of shared practices that support open science and responsible research. Document the contribution and explain how others used it or how it strengthened the community's ability to conduct or scrutinise research.

7 Initiatives that strengthen academic culture

Ambassador roles or cross-institutional initiatives on inclusion, collegiality, integrity or recognition of diverse research contributions. Explain how these improved conditions for research, for example by enabling critical dialogue, responsible practice or participation in the research community.

8 Sustained contributions to national or international networks

Sustained work to form, develop or maintain academic, professional or societal networks that support research. Show the contribution to shared research capacity, knowledge exchange or continuity, rather than membership alone.

The Leiden Research Quality Matrix

RESEARCH COMPETENCES

- Rigour of Research
- Originality of Research
- Academic Relevance and Impact
- Societal Relevance and Impact
- Transparency of Research
- Research Ethics and Integrity
- Collaboration
- Research Coordination and Supervision
- Securing Resources for Research
- Contribution to the Research Community

How to use the matrix

Leadership

Leadership

Four roles describe scopes of responsibility; they are not a fixed career ladder.

Leadership connects people, builds shared direction and ownership, and creates conditions for learning, development and innovation across academic domains. It can be exercised with or without a formal management role. Agree on expectations and select evidence appropriate to the role and context.

CONTRIBUTION	OWNERSHIP	DIRECTION	VISION
Leading yourself	**Leading others**	**Leading a team**	**Leading the organisation**
Leads their own work: delivers and explains a defined contribution, seeks feedback and takes responsibility for development and research quality.	Works with and, where relevant, leads others around a defined project or area; clarifies roles and accounts for choices, progress and quality.	Aligns a research team or programme around shared goals, roles and quality standards; develops people and strengthens partnerships and resources.	Contributes to or shapes long-term strategy for a wider domain and creates the culture, capabilities and conditions for sustainable research quality.

Connecting

1 2 →

HEAD / HEART

Shows self-awareness; listens to understand; values differences; adapts communication; and creates trust and an inclusive climate.

Working together

3 4 →

I / WE

Aligns people around shared purpose and goals; clarifies roles; involves different perspectives; and supports collaboration and shared leadership.

Taking responsibility

5 6 →

ANALYSIS / ACTION

Sets clear expectations; makes timely, transparent decisions; gives appropriate autonomy; addresses concerns; and accounts for progress and results.

Moving boundaries

7 8 →

NOW / FUTURE

Encourages learning from mistakes, failures and successes and supports experimentation; develops people and leadership capacity; leads change; and creates conditions for improvement and innovation.

Source: Leiden University leadership model

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How to use the matrix

Leadership

The Leiden leadership model

Four competences and four roles provide a shared basis for leadership development.

Four leadership competences



Balance complementary qualities: head and heart; I and we; analysis and action; now and the future.

Original model graphic: Leiden University.

Four leadership roles



Responsibility can involve yourself, others, a team or the organisation. These roles describe scope; they are not a fixed career ladder.

Explore the original leadership model on the Leiden University website

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How to use the matrix

Leadership

Leadership evidence

Connecting and working together.

1 Connecting: 360-degree and multi-source feedback, dialogue and assessment

Feedback from colleagues and other stakeholders - including 360-degree or other multi-source feedback, frequent dialogue and assessment - on listening, inclusion, clarity, trust and experienced leadership, accompanied by reflection and actions taken.

2 Connecting: Team processes that build trust and an inclusive climate

Evidence of team processes that build trust and an inclusive climate, including how different perspectives, difficult dialogue or information about team climate influenced leadership decisions and follow-up actions.

3 Working together: Collective development of shared purpose and goals

Evidence showing how shared purpose and goals were developed collectively, how roles and contributions were clarified, and how ownership was distributed or strengthened.

4 Working together: Collaboration and feedback principles, with reflective practice

A case showing how principles for collaboration and feedback were aligned, put into practice and reflected upon, and how shared leadership strengthened collective results or learning.

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How to use the matrix

Leadership

Leadership evidence

Taking responsibility and moving boundaries.

5 Taking responsibility: Decisions, expectations and follow-up

An example of clear expectations, transparent decision-making, addressing a concern and following up on agreed actions or results.

6 Taking responsibility: Transparent, agreed roles and decision-making processes

Evidence of a transparent and agreed process for roles, responsibilities and decision-making, including appropriate autonomy and accountability for choices, progress and results.

7 Moving boundaries: Developing others and leadership capacity

Evidence that others developed confidence, skills, independence, responsibilities or leadership capacity through the individual's leadership practice.

8 Moving boundaries: Dedicated time for individual and team learning

Evidence of dedicated time and attention for individual and team learning, including reflection on mistakes, failures and successes and how this improved leadership practice or organisational learning.