

Hoe integreer ik de specifieke aspecten met de beoordelingscriteria?



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Wat zijn ook alweer de specifieke aspecten en criteria? (5 min)



Open Science

- Betrekken van stakeholders
- Hergebruik en opslag van data (FAIR)
- Beschikbaar maken van data, methoden en materialen
- Open Access publiceren*



Open Science³:

The assessment committee considers the extent to which the research unit involves stakeholders, if possible and relevant, in the preparation and execution of the aims and strategy. It also considers to which extent the research unit opens up its work to other researchers and societal stakeholders in the context of its strategy and policy. Furthermore, the committee considers whether the research unit reuses data where possible; how it stores the research data according to the FAIR⁴ principles; how it makes its research data, methods and materials available; and when publications are available through open access. Even if Open Science was not yet considered by the research unit for the past period, the assessment committee evaluates the unit's considerations and plans for the future with regard to Open Science.

In the self-evaluation, the research unit reflects on how it involves stakeholders, to which extent the research unit opens up its work to other researchers and societal stakeholders, how it pays attention to other aspects of open science and what its future plans are in this respect.

**Waar wordt in mijn ervaring het meeste aandacht aan besteed in zelfevaluaties en visitatierapporten.*

Academic Culture

- Open cultuur, (sociale) veiligheid en inclusiviteit
 - Waarderen van verschillende perspectieven en identiteiten
 - Maatregelen op het gebied van een open cultuur, veiligheid en inclusiviteit
 - Bijdrage van leidinggevende aan de onderzoekscultuur
- Wetenschappelijke integriteit
 - Beleid op het gebied van integriteit
 - Manier waarop de unit relevante acties en randvoorwaarden uit de NCCRI faciliteert
 - Data integriteit
 - Stimuleren van onafhankelijke en kritische wetenschap
 - Aandacht voor integriteit en ethiek

Waar het meestal over gaat: Wangedrag, aanspreekcultuur (Weinig concrete)



Academic Culture:
Openness, (social) safety and inclusivity: The assessment committee considers the openness, (social) safety and inclusivity of the research environment.

In the self-evaluation, the research unit reflects on its culture in terms of appreciating the multiplicity of perspectives and identities in the workplace; on which measures are taken to ensure openness, safety and inclusivity; and on how responsibility is taken by leaders of and within the research unit in order to contribute to such an academic culture.

Research integrity: The assessment committee considers the research unit's policy on research integrity as well as the way that the unit facilitates the relevant actions and requirements formulated in the Netherlands Code of Conduct for Research Integrity⁴.

In the self-evaluation, the research unit reflects on data integrity as well as the extent to which an independent and critical pursuit of science is made possible within the unit. Furthermore, the research unit reflects on the degree of attention given to integrity and ethics, on the prevailing research culture and mode of interaction, as well as on relevant dilemmas (for example, of an ethical nature) that have arisen and on how the research unit has dealt with them. These dilemmas could include issues related to authorship, ethical considerations regarding privacy or collaborations with stakeholders.

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Human Resources Policy:

Diversity: The assessment committee considers to which extent diversity (including gender, age, ethnic and cultural background and disciplines) is a concern, while it also evaluates the actions and plans for the future of the research unit.

In the self-evaluation, the research unit reflects on where the research unit stands at present with respect to diversity in relation to its aims, strategy and policy. Furthermore, the research unit reflects on how it guarantees diversity-promoting HR practices such as inclusive selection and appraisal procedures.

Talent Management: The assessment committee considers the research unit's policies on talent selection and development in relation to its aims and strategy. More specifically, it evaluates the unit's recruitment policies, opportunities for training and development, coaching and mentoring, as well as career perspectives for researchers and research support staff in different phases of their career. In the self-evaluation, the research unit reflects on its selection, training, promotion and retention policy, as well as on the way that it offers opportunities for diverse career paths. This reflection includes a consideration of how the research unit ensures that researchers are properly evaluated, rewarded and incentivised.



HR Policy

- Diversiteit
 - Diversiteitscijfers*
 - Maatregelen m.b.t. diversiteit in selectie en promotieprocedures
- Talent Management
 - Beleid op het gebied van talentselectie en -ontwikkeling
 - Carriereperspectieven voor wp en obp in verschillende carrière fases
 - Maatregelen voor het diversifiëren van carrierepaden.
 - Hoe zorgt de unit voor eerlijke evaluatie en beoordeling

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PhD Policy and Training:

The assessment committee considers the supervision and instruction of PhD candidates, including PhD education at relevant institutional graduate school(s) and (national) research school(s)⁵, in light of their aims, strategy and policy. Furthermore, the committee considers whether the quality assurance system is functioning properly. Here, too, the goals that the research unit has set for itself are important. PhD training, mentoring and coaching deserves attention given the special position of the large numbers of PhD candidates in the different research institutions.

In the self-evaluation, the research unit reflects on the institutional context of the PhD programmes, the PhD programme content and structure, quality assurance, the selection and admission procedures for PhD candidates, as well as the position of PhD candidates and PhD training in the unit's research. Furthermore, the research unit reflects on the supervision of PhD candidates, the effectiveness of the Training and Supervision Plans, the guidance of PhD candidates towards the job market, duration, success rate, exit numbers and career prospects for PhD candidates.



PhD Policy & Training

- Begeleiding van PhD studenten
- PhD opleiding (graduate school)*
- PhD mentoring en coaching
- Inhoud en structuur van PhD programma
- Selectie van PhD studenten
- Ondersteuning van PhD naar baan
- PhD duur, succes, uitstroom*

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Kwaliteit van onderzoek

- Bijdrage aan de ‘body of scientific knowledge’
- Op basis van narratief gesteund door zelf gekozen indicatoren:
 - Research products for peers*
 - Use of research products by peers
 - Marks of recognition from peers*
- Reputatie

Research quality: the quality of the unit's research over the past six-year period is assessed in its international, national or – where appropriate – regional context. The assessment committee does so by assessing a research unit in light of its own aims and strategy. Central in this assessment are the contributions to the body of scientific knowledge. The assessment committee reflects on the quality and scientific relevance of the research. Moreover, the academic reputation and leadership within the field is assessed. The committee's assessment is grounded in a narrative argument and supported by evidence of the scientific achievements of the unit in the context of the national or international research field, as appropriate to the specific claims made in the narrative. The protocol explicitly follows the guidelines of the San Francisco Declaration on Research Assessment (DORA)² adopted by KNAW, VSNU and NWO.

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Maatschappelijke relevantie

- Relevantie in de breedte: Economische, sociale, culturele, onderwijskundige*
- Verwevenheid onderwijs & onderzoek
- Maatschappelijke betrokkenheid
- Op basis van narratief gesteund door zelf gekozen indicatoren:
 - Research products for societal target groups
 - Use of research products by societal target groups
 - Marks of recognition by societal target groups

Societal relevance: the societal relevance of the unit's research in terms of impact, public engagement and uptake of the unit's research is assessed in economic, social, cultural, educational or any other terms that may be relevant. Societal impact may often take longer to become apparent. Societal impact that became evident in the past six years may therefore well be due to research done by the unit long before. The assessment committee reflects on societal relevance by assessing a research unit's accomplishments in light of its own aims and strategy. The assessment committee also reflects, where applicable, on the teaching-research nexus. The assessment is grounded in a narrative argument that describes the key research findings and their implications, while it also includes evidence for the societal relevance in terms of impact and engagement of the research unit.

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Toekomstbestendigheid

- Doelen en strategie*
- Leiderschap & management
- Plannen en middelen
- In het licht van ontwikkelingen in het veld en maatschappelijke ontwikkelingen

Viability: the extent to which the research unit's goals for the coming six-year period remain scientifically and societally relevant is assessed. It is also assessed whether its aims and strategy as well as the foresight of its leadership and its overall management are optimal to attain these goals. Finally, it is assessed whether the plans and resources are adequate to implement this strategy. The assessment committee also reflects on the viability of the research unit in relation to the expected developments in the field and societal developments as well as on the wider institutional context of the research unit.

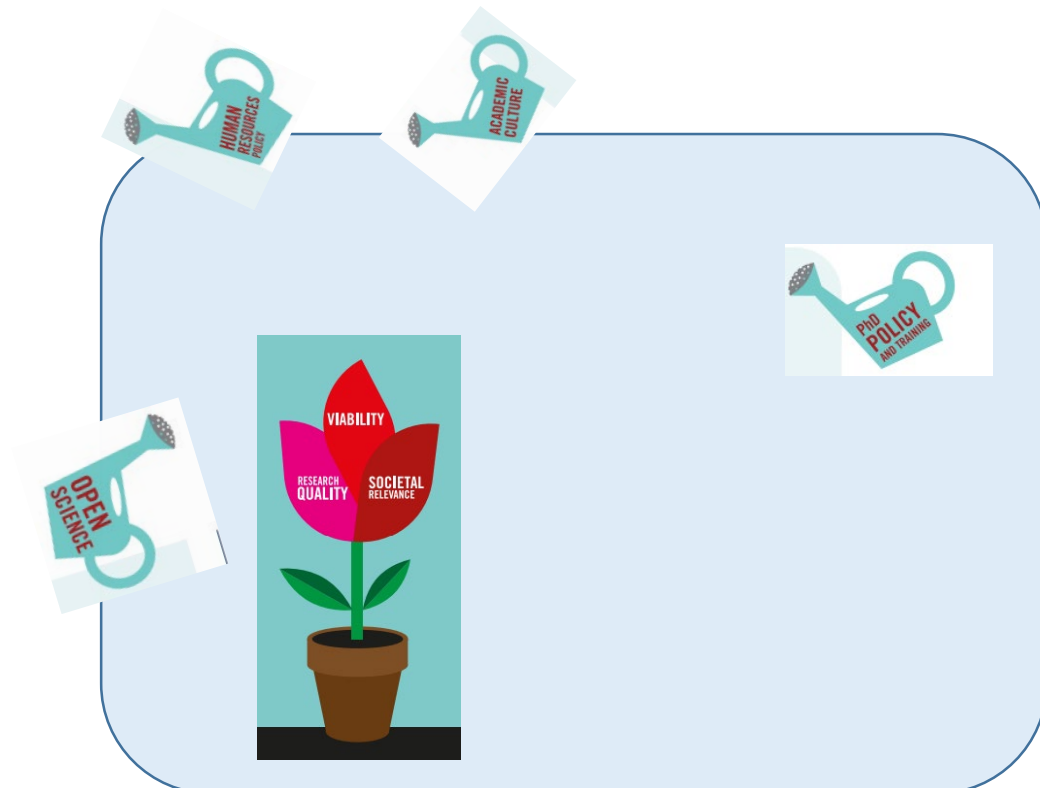
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Observaties

- Veel te 1-zijdige belichting van de specifieke aspecten
- Specifieke aspecten worden niet of slecht geïntegreerd met/gekoppeld aan de criteria.



Expectation



Reality

Open Science

Groep 1

open science

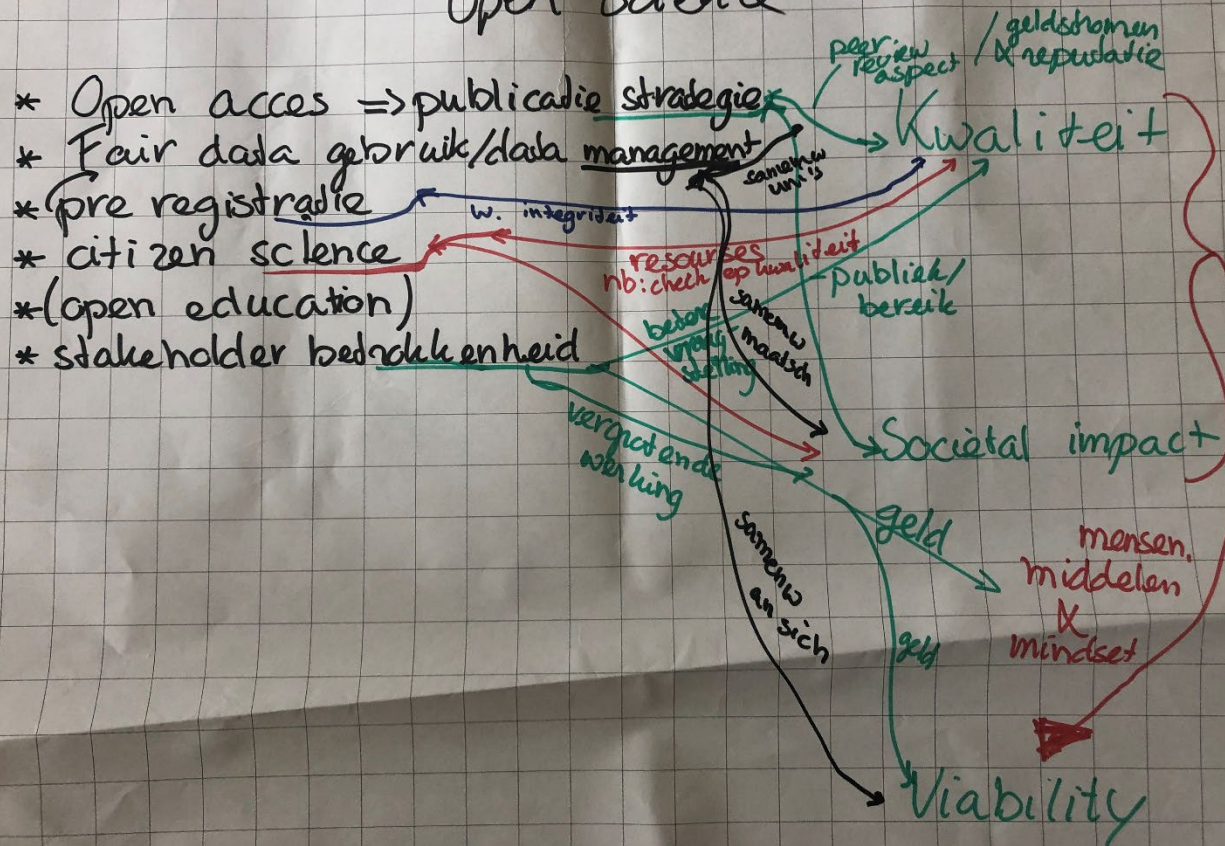
- * Case studies bieden kansen om te illustreren wat je doet op het gebied van open science
- * Open science koppelen aan wetenschappelijke integriteit
- * Elke groep zal een strategie moeten ontwikkelen hoe resultaten, naast artikelen, openbaar gemaakt worden / koppeling naar maatschappij

en zich realiseren
dat er een keuze is/
expliciet maken.

Groep 1

Open Science

- * Open access => publicatie strategie
- * Fair data gebruik/data management
- * pre registratie
- * citizen science
- * (open education)
- * stakeholder betrokkenheid



HR policy

Groep 2

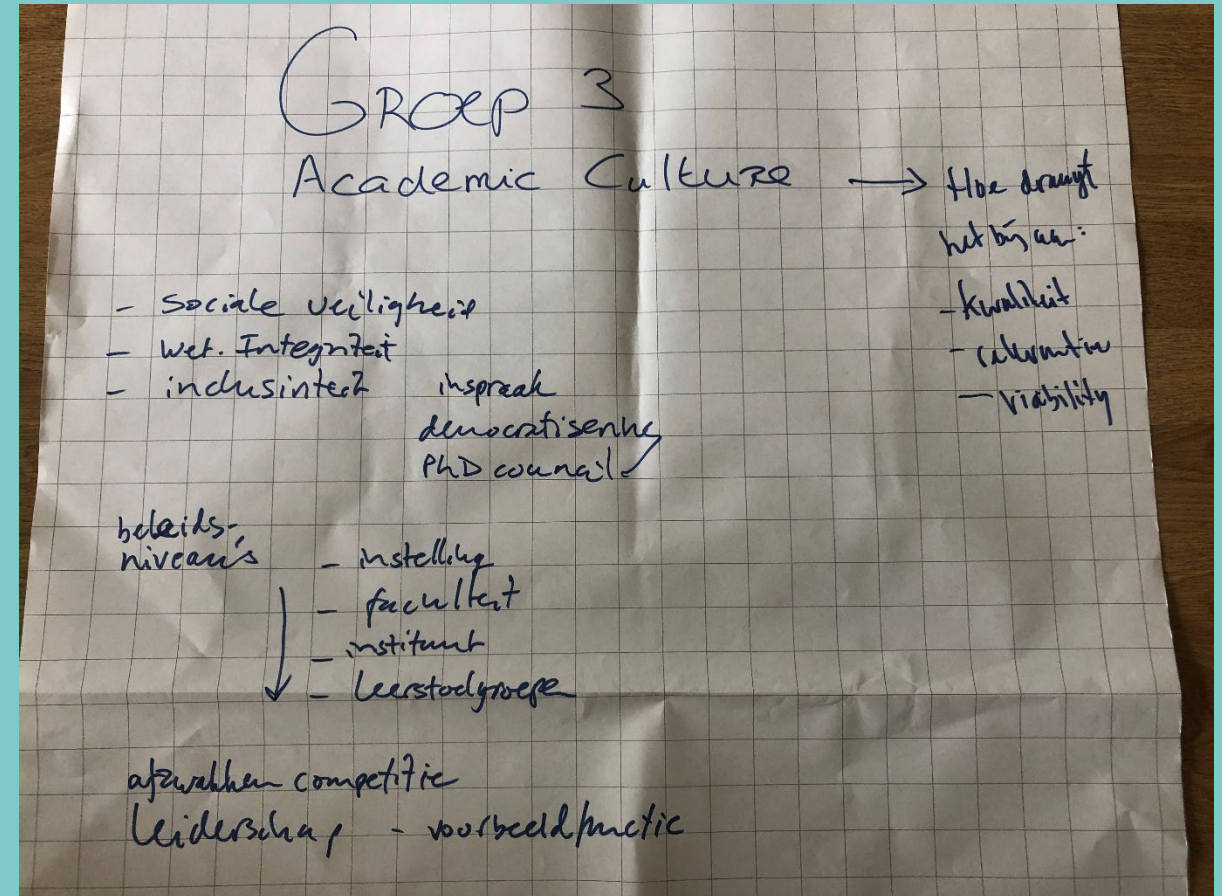
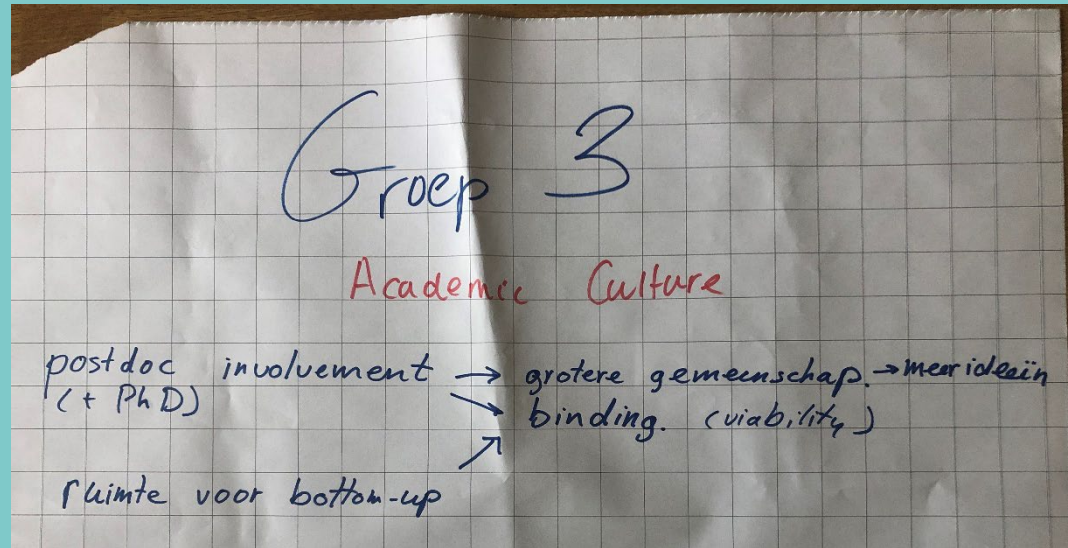
HR policy

- Talentbeleid in de breedste zin van het woord
 - o profielen
 - o strategische personeelsplanning
 - o team samenstelling
 - o leiderschap
 - o competenties

GROEP 2: HR POLICY

- * Erkennen & waarderen ³
- * Diversiteit, Equality, Inclusion ²
- * Werkdruk ^{1,3}
- * Externe loopbaan oriëntatie ²
- * Werving & selectie ^{1,2,3}
- * Talent beleid ³
- * Ontwikkeling (scholing) ^{1,3}
- * Integriteit ¹
- * Begeleiding, mentorschap. ²
- * Personal development ³
- * Monitoring medewerkers ³
- * Nevenwerkzaamheden ²
 - ① Onderzoek kwaliteit
 - ② Sociaal impact / relevance
 - ③ Viability

Academic Culture



PhD Policy & Training

