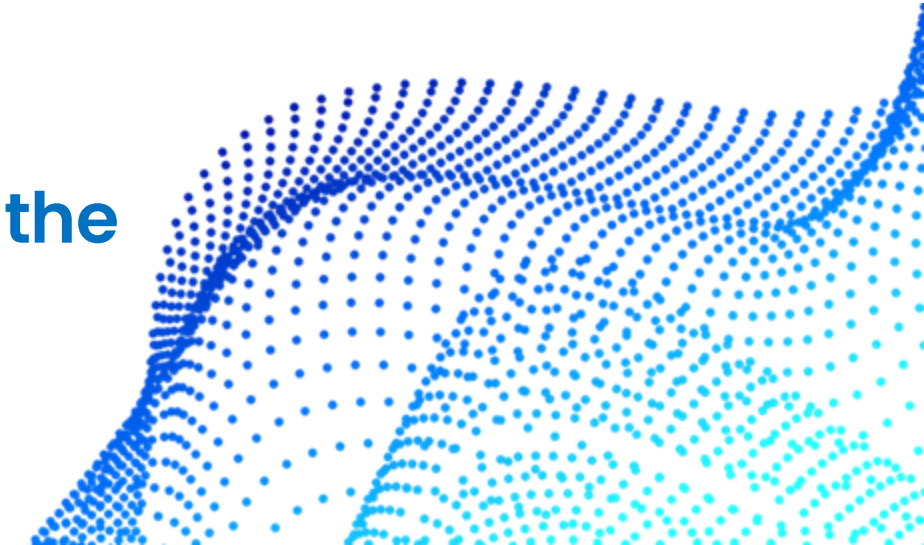
CoARA

WG REFORMING ACADEMIC CAREER ASSESSMENT

18-19 March 2025

Hosted by Universities Norway (UHR) and the University of Oslo



The Norwegian Context

- Universities Norway, Ragnar Lie, Senior adviser
- University of South-East Norway (USN), Herman Strøm, Senior adviser
- Norwegian University of Life Sciences (NMBU), Ingrid Roxrud, Senior adviser

CoARA

CoARA ACA All partners meeting
Oslo 18.-19.March 2025

Universities Norway

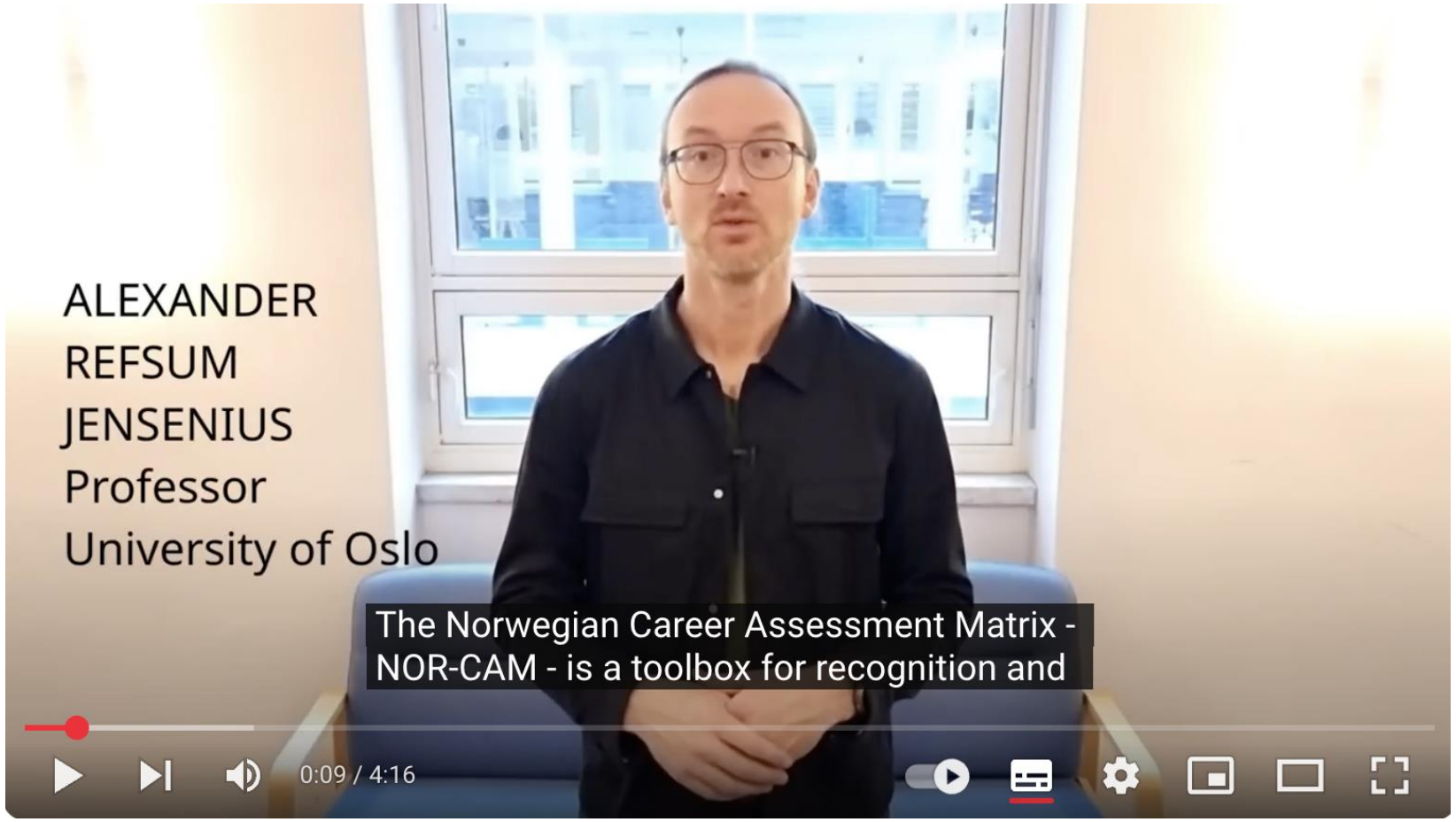
CoARA in the Norwegian Context

The Norwegian Context

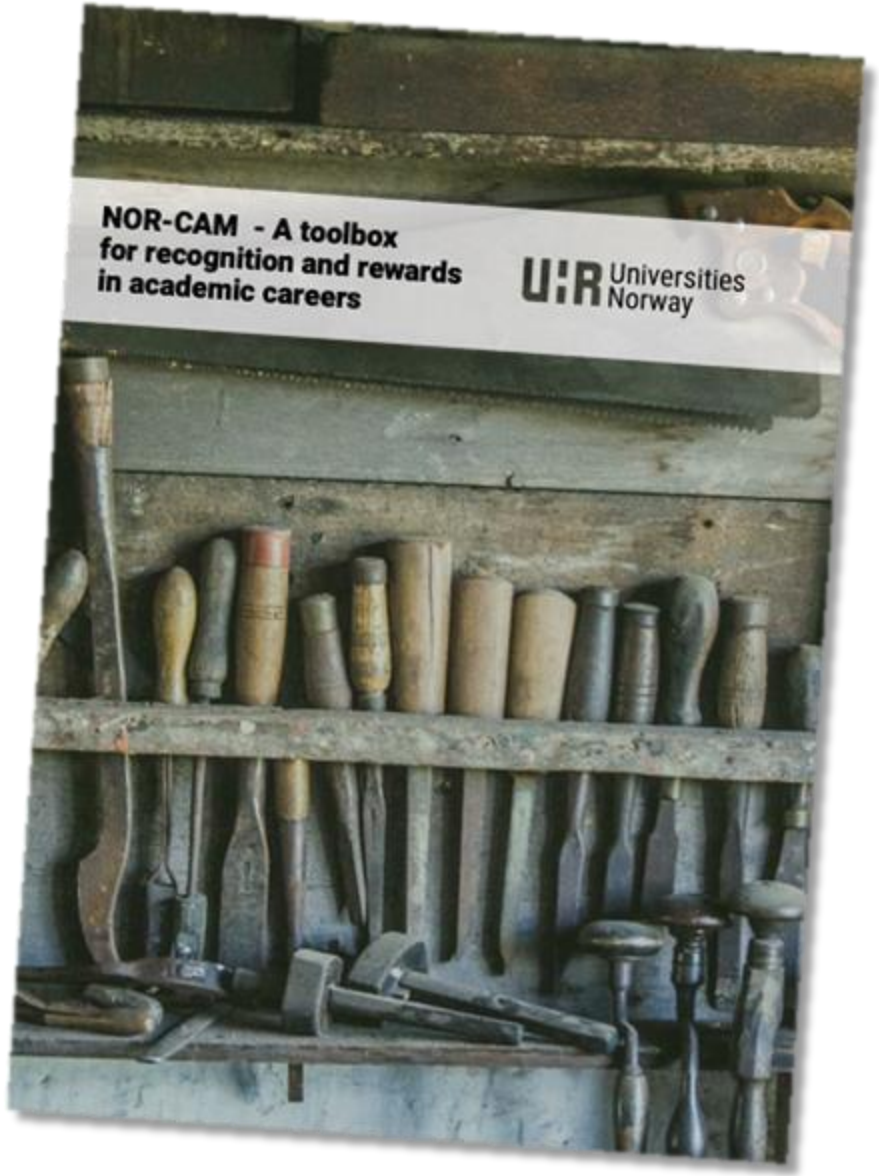
- NOR-CAM in 4 min (Video)
- Status of NOR-CAM and CoARA in Norway

Two Cases:

- University of South-East Norway (USN), Herman StrømConditions for success
- Norwegian University of Life Sciences (NMBU), Ingrid Roxrud
- Q & A



[NOR-CAM A toolbox for recognition and rewards in academic careers]



The Norwegian Career Matrix is

- A holistic framework accommodating the full breadth of academic activities across different kind of institutions; RPO's as well as funders.
- A toolbox. Hence, all "tools" are not used all the time. Use only the tools that are relevant for the job.
- Flexible and can be adapted to national context, institutional profile, subject area, type of position, project area, the unit's academic goals, etc.

The framework's **columns** and **rows** are fixed, but the cell content in terms of results and areas of expertise are **examples** and may be tailorednationally/institutionally/locally/per academic field

NOR-CAM - Norwegian Career Assessment Matrix

Column 1:
Six competence areas to be assessed

Column 2:
Examples of results and competences

Column 3:
Documentation

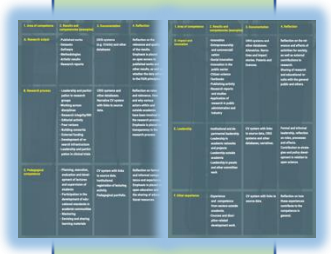
Column 4:
Reflection

1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
A. Research output	-Published works -Datasets -Software -Methodologies -Artistic results -Research reports	CRIS systems (e.g. Cristin) and other databases	Reflection on the relevance and quality of the results. Emphasis is placed on open access to published works and other results, as well as whether the data adhere to the FAIR principles.
B. Research process	- Leadership and participation in research groups -Working across disciplines - Research integrity/RRI - Editorial activity - Peer reviews - Building consortia - External funding - Development of research infrastructure -Leadership and participation in clinical trials	CRIS systems and other databases. Narrative CV system with links to source data.	Reflection on roles and relevance. How and why various actors within and outside academia have been involved in the research process. Emphasis is placed on transparency in the research process.
C. Pedagogical competence	- Planning, execution, evaluation and development of lectures and supervision of students - Participation in the development of educational standards in academic communities - Mentoring - Devising and sharing learning materials	CV system with links to source data. Institutional registration of lecturing activity. Pedagogical portfolio.	Reflection on formal and informal competence and experience. Emphasis is placed on open education and the sharing of educational resources.

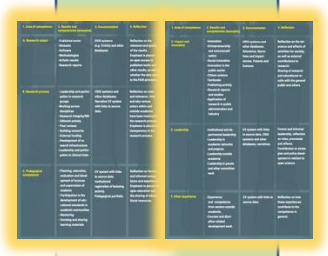
1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
D. Impact and innovation	-Innovation -Entrepreneurship and commercialisation -Social innovation -Innovation in the public sector -Citizen science -Textbooks -Publishing activity -Research reports and studies -Application of research in public administration and industry	CRIS systems and other databases. Altmetrics. Narratives and impact stories. Patents and licences.	Reflection on the relevance and effects of activities for society, as well as external contributions to research. Sharing of research and educational results with the general public and others.
E. Leadership	-Institutional and departmental leadership -Leadership in academic networks and projects -Leadership outside academia -Leadership in panels and other committee work	CV system with links to source data, CRIS systems and other databases, narratives.	Formal and informal leadership, reflection on roles, processes and effects. Contribution to strategies and policy development in relation to open science.
F. Other experience	-Experience and competence from sectors outside academia. -Courses and discipline-related development work.	CV system with links to source data.	Reflection on how these experiences contribute to the competence in general.

NOR-CAM for institutions

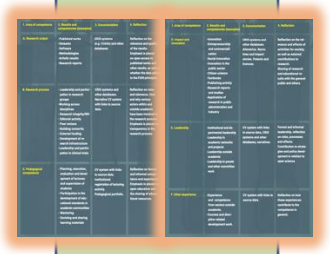
USN - CAM



NMBU - CAM



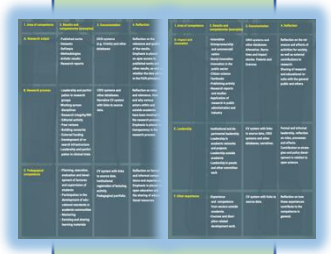
Uni X - CAM



Uni Y - CAM

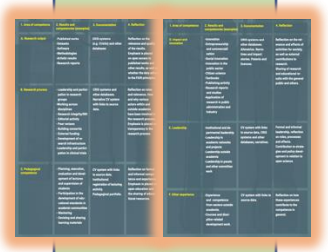
NOR-CAM for and academic fields

USN - CAM

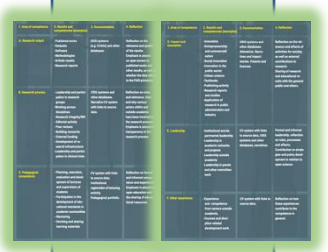


NMBU - CAM

Uni X - CAM



Uni Y - CAM



Life sciences

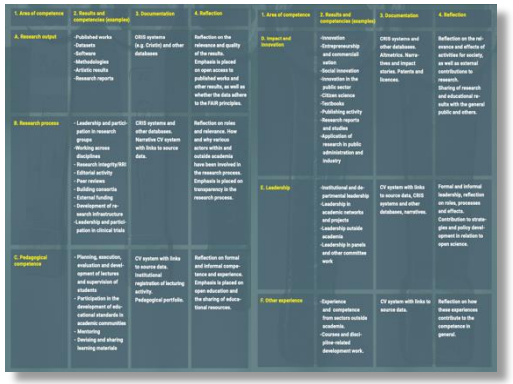
Humanities

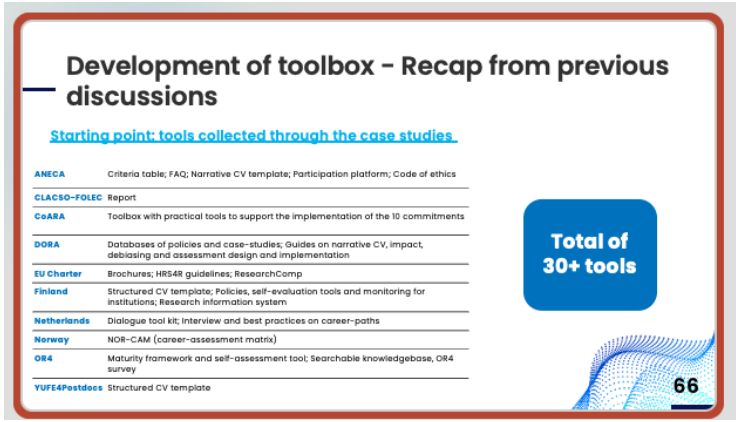
Natural sciences

Towards a generic tool for academic assessment?

The Norwegian Career Matrix

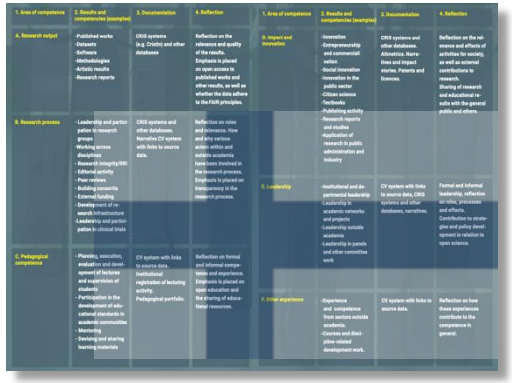
NOR-CAM





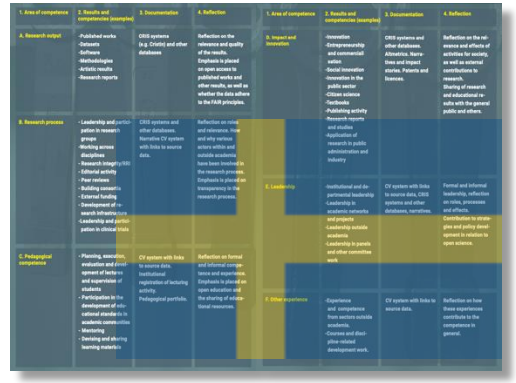
A Finnish Career Matrix'

FIN-CAM



A Swedish Career Matrix?

SWE-CAM



University of
South-Eastern Norway

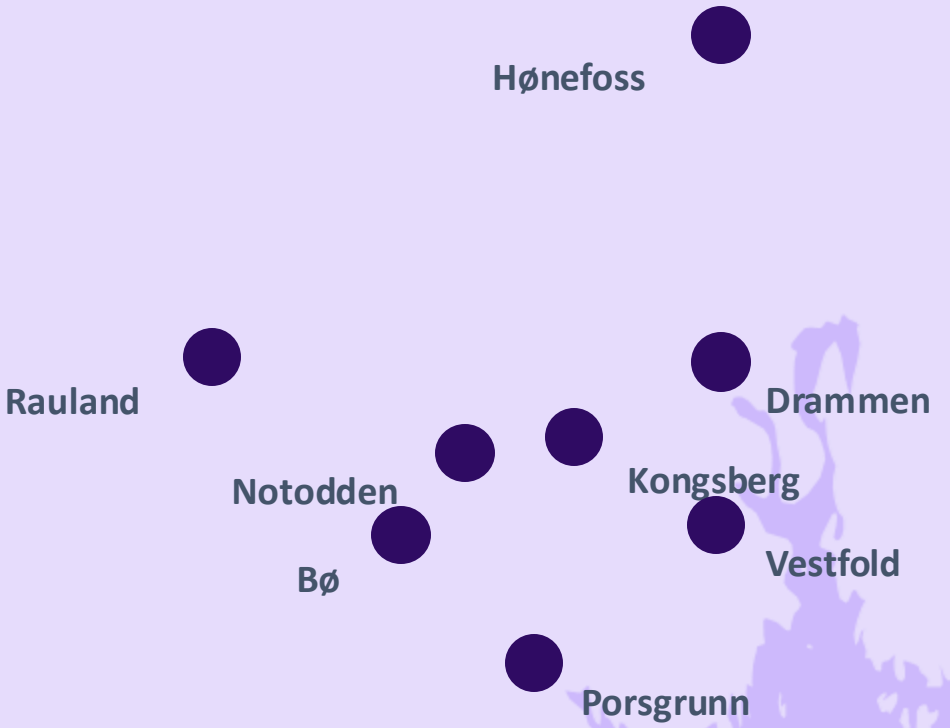
NOR-CAM and The Agreement on Reforming Research Assessment at USN

- A few words about The University of South-Eastern Norway
- Project «NOR-CAM and CoARA at USN». The setup and status today
- A pilot project
- Challenges and takeaways

Herman Strøm, Senior Adviser, Department of Research, Innovation and Library

March 18th 2025

- 8 campuses
- 17600 students
- 1900 staff



Universitetet i Sørøst-Norge

Organization

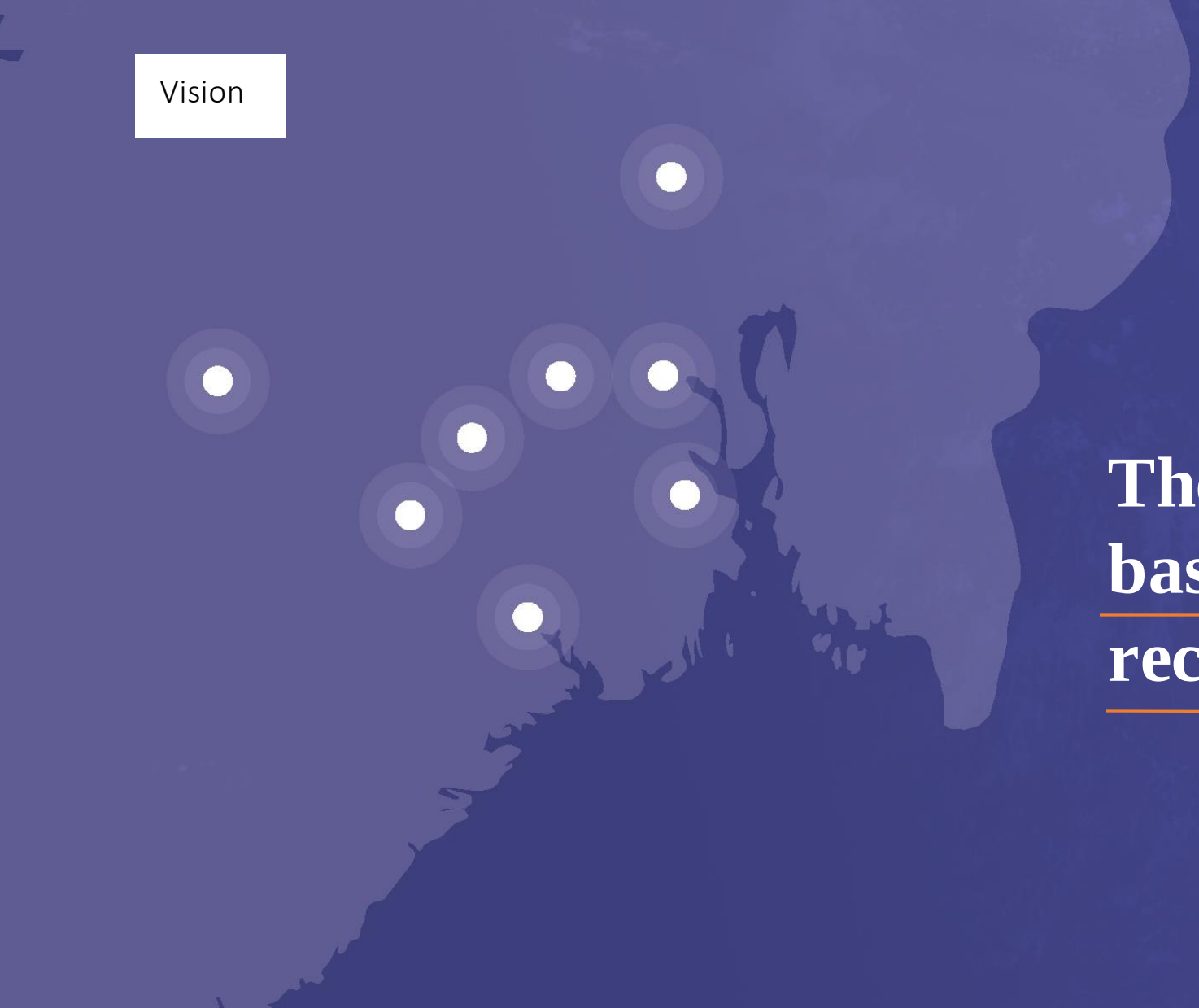
Rector Pia Cecilie Bing-Jonsson

- Faculty of Health and Social Sciences
- Faculty of Humanities, Sports and Educational Science
- USN Business School
- Faculty of Technology, Natural Sciences and Maritime Sciences
- Central Administration

Strategy plan 2022- 2026

University of South-Eastern Norway

Vision



The USN shall be regionally based and internationally recognised.

Importance of the strategy for r&d, artistic development work and innovation

Interdisciplinary and professionally relevant research
We place emphasis on conducting research by engaging in interdisciplinary collaboration.

Innovation
We contribute to innovation and cultural, social and economic value creation by conducting basic and applied research. We develop the knowledge base required for new mindsets, solutions, services, practices, processes and products in cooperation with the public, private and voluntary sectors.

International research collaboration
We participate in international research and development networks and establish partnerships in order to strengthen research collaboration across national borders.

Groundbreaking and sustainability-enhancing research
We carry out research and development work of a high international standard that promotes sustainable social change in order to deal with climate and environmental challenges and contribute towards social inclusion, levelling out social inequality, sustainability of the welfare state and vibrant local communities.

New models for co-creation and interaction
We develop new knowledge by engaging in new, creative forms of cooperation in regional and national partnerships.
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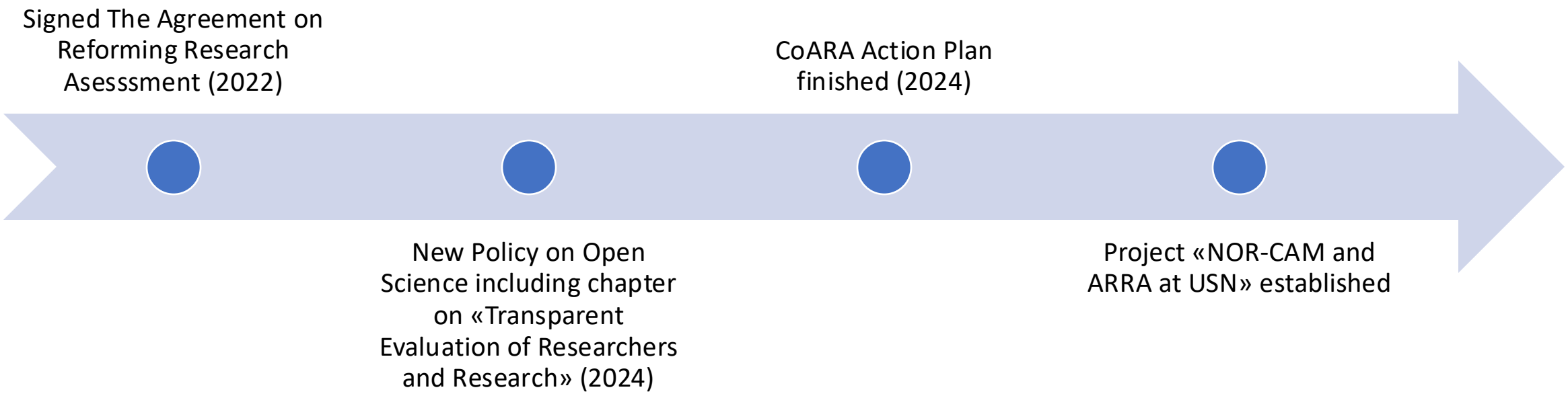
Reforming research assessment at USN



Challenge: To develop a coherent framework for assessment on all levels, that is compatible with USN's institutional profile

- 8 campuses
- Professionally relevant research and study programs
- Mission oriented (strategic research areas)
- High number of «teaching professors/university lecturers»
- Artistic research
- Regional, national and international cooperation
- Open Science

Project «NOR-CAM and ARRA at USN».

- All four Faculties represented in project group:
  - *Vice Dean for Research: 1*
  - *Professor: 4*
  - *Associate professor: 3*
  - *Researcher: 1*
  - *University lecturer: 1*
  - *Ph.d. student: 1*
- HR department, Department of Research, Innovation and Library and Unit for Analysis, Strategy and Institutional Governance: 5

WP1: A new framework for recruitment and promotion

WP2: A new framework for assessment of units at USN

WP1: A new framework for recruitment and promotion

Work being done nationally on CAM for University Lecturers

Work being done nationally on CAM for Artistic Research

UiO-KVM (and other Norwegian CAM's)

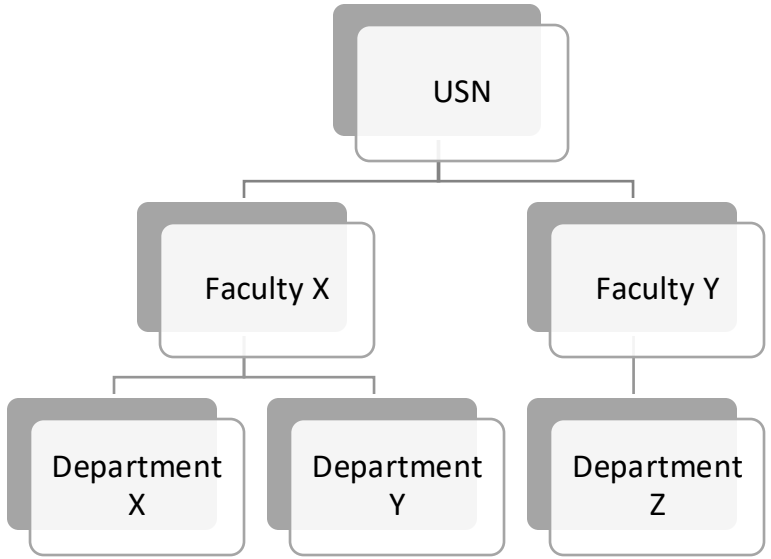
NOR-CAM and ARRA

	Stillingsstige for kombinerte stillinger				
	Postdoktor	Første-amanuensis	Professor	Forsker (SKO1109)	Lektor
Forskningsresultater	++	+++	++++	++	
Forskningsprosess	+	++	+++	+	
Faglig ledelse	(+)	+	++	(+)	(+)
Samfunnsbidrag	(+)	+	++	(+)	(+)
Undervisning, veiledning og mentorering	(+)	++	++++		++

CoARA

WP2: A new framework for assessment of units at USN

- Framework should support USNs institutional profile
  - Development Agreement with the Ministry of Education and Research
  - Internal yearly strategy and development processes at Faculty and Department levels
- Strategic Research Areas
- Framework should support strategic development
- Framework is not directly connected with internal redistribution of funds
- All units should not do everything, but all units must do core research activities

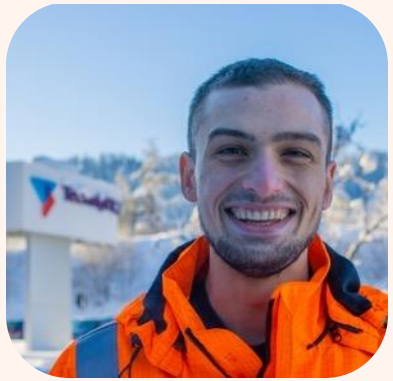


Strategic Research Areas

Our research contributes to innovation and cultural, social, and economic value creation.

We prioritize five interdisciplinary research areas

Energy, Climate and Environment



Regional Value Creation

Childhood, Belonging, and Life Skills

Health and Welfare Services of the Future

Democracy, Societal Organization, and Governance

A pilot project – Documenting activities related to the Strategic Research Areas

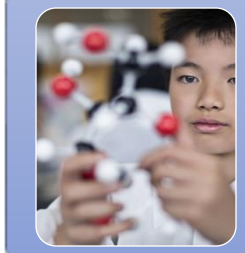
- Database being developed at USN
- Objective: To be able to systematically document:
  - Results/outputs (not registered in Cristin)
  - Impact
  - Cooperation and cocreation
  - New networks
  - Arrangements (seminars, workshops etc)
- Used for one round of reporting from projects to SRA's, and from SRA's to USN leaders (2024)
- New module developed 2025: Applications

Reporting from SRA's

- Results and impact
- Visibility
- Collaboration/networks

Reporting from projects

- Project results
- Impact
- Collaboration/networks

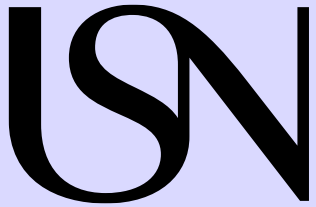


Project applications

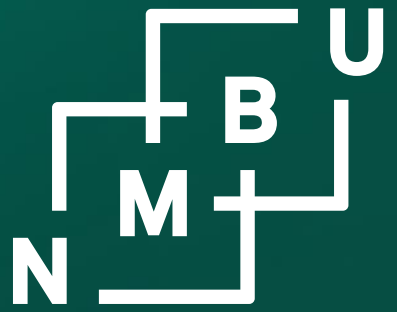
- Project plan
- Anticipated effects/impact

Challenges and take aways

- Challenging to document the wide variety of activities, results and effects that we want to include in the assessment framework
- Assessment on individual level vs on aggregated level – must be a common thread
- Changing culture (in some places more difficult than other)
- Too concrete (too many examples) vs. too open (lacking direction)
- Framework for assessing research activities and effects – what about teaching, innovation etc?
- This is not a revolution, more an evolution or a restructuring of today's best practices – can not be communicated enough!



University of
South-Eastern Norway



Norwegian
University of
Life Sciences

→ *Ingrid Roxrud*
→ *Senior Advisor, Research and Innovation Department*
→ *18. march 2025*

Implementation of NOR-CAM: the NMBU case

2000 employees

7700 students

500 PhD fellows

7 faculties

71 degree programmes

Turnover

NOK

2.5 billion

Externally funded research

NOK

0.6 billion

Research themes at NMBU

Science & technology

Ecology

Water & sewage

Environmental Science

Renewable Energy

Climate Change

Forestry & Agriculture

International environment & development

Natural Resources

Education

Food Production

Biotechnology

Nature, Environment & Plants

Landscape Architecture

Urban and Regional Planning

Food Systems

Bioinformatics

Food & Bioresources

Society, IR & Economy

Nutrition

Bio-resources

Animals, Aquaculture & Veterinary Medicine

Economics, management and organisation

Property & Law

Microbiology

Fodder

Animal Heath

Veterinary Medicine

Public Health Science

Contagion from animals to humans (Zoonoses)

Genetics & Breeding

Animal Welfare

NMBU Career Assessment Matrix

The starting point

Internal process to implement NOR-CAM at the NMBU

Pro-rector for research initiates internal process Scope: associate professor/professor – recruitment + promotion	Oct. 2022
Working group established	Nov. 2022
NMBU signs *Agreement on reforming research assessment*	Feb. 2023
WG delivers report with recommendations	March 2023
Internal consultation process	May-September 2023
Research and education committee: joint recommendations on NMBU-CAM and recruitment and promotion processes	October 2023
University board	March 2024
Implementation of NMBU-CAM	1. January 2025

Success factors

- Strong commitment from the rectorate
- Close collaboration between HR and Research
- Combining implementation of NOR-CAM with general improvements of recruitment process
- Consulting academic staff at all points in the process
- Effective WG, report well-received
- Following University of Oslo and their UiO-CAM

NMBU career assessment matrix

1. Academic qualifications	a. Research output b. Research process c. Research leadership
2. Educational qualifications	a. Pedagogical educati b. Teaching and superv c. Educational Leaders
3. Applied knowledge	a. Dissemination b. Innovation and entre c. Interaction with socie
4. Management and administration	a. Management b. Committees and boa c. Administration
5. Special qualifications and personal qualifications	a. Professional compet b. Language skills c. Personal qualifications d. Other qualifications requested in the announcement

Areas of competence	Subcategories with examples of results and competencies	Documentation	Reflection
Academic qualifications	***a. Research output*** • Publications (peer-reviewed) • Academic books • Artistic results • Research reports • Datasets made available • Developing software • Developing/sharing research tools and methods • Academic presentations ***b. Research process*** • Participation in research projects, groups and networks • Development of research environments/groups and networking • Obtaining external funding • International collaboration and experience • Development of research infrastructure • Research ethics and integrity work • Open science, open publishing • Editorial activity	• Publications submitted • List of publications • Cristin registrations • Documentation of datasets, software, models, etc. • Documentation of artistic results • Certificates, confirmation of participation • Documentation of external funding • Prices, other rewards • Diplomas	• Quality and relevance of the results • Own role in research and research collaboration • Own professional development over time • Research ethics • Contribution to open research • Contribution to interdisciplinary collaboration • External funding

Principles for use

- Expert committee assess competence areas 1-4
- For recruitments: appointment committee assess competence areas 1-5

- Standard weighting of competence areas
- May exceptionally deviate from standard weighting, must be specified in call text

- Reflection note from applicant to complement documented results and competencies

- Matrix to be used in staffing planning and career development

Feedback from academic staff

Evolution, not revolution

Research qualifications remains highly prioritized

From early career staff:

- Appreciate greater breadth
- Systematic and transparent
- Expectations of equal treatment
- Many career challenges remain unsolved

Implementation

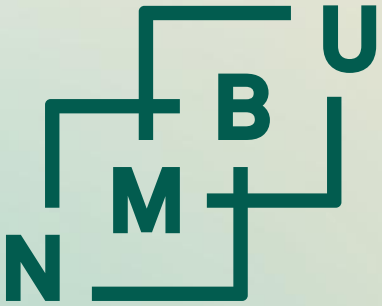
Revision of supporting documents

- Template job announcements
- Guide for applicants
- Template for documentation of qualifications
- Template Report Expert Committee

Information measures

Further work

- NMBU-CAM in career guidance and career development
- NMBU-CAM for other staff categories?
- National development – NOR-CAM network



Norwegian
University of
Life Sciences

Weighting of qualifications

Associate professor:

- Academic qualifications (1) are given weight over other areas of competence (2-4).
- Educational qualifications (2) are given priority over the remaining areas of competence (3-4)

Professor:

- Both academic and educational qualifications must be at a high level and be given weight over other qualifications.

For both job categories:

- For academic qualification, both research output and the research process must be central to the assessment.
- For Applied knowledge (3) and Management and administration (4), strong qualifications in one of the two areas of competence may compensate for weak or missing qualifications in the other.
- If the standard weighting is to be deviated from, this must be specified in the announcement text.

1. Forskningsresultater	**Publikasjoner** Datasett Programvare Metoder Kunstneriske resultater Forskningsrapporter	
2. Forskningsprosessen	**Ledelse og medvirkning i forskningsgrupper** **Tverrfaglighet** Forskningsintegritet Redaksjonsvirksomhet Fagfellevurdering **Konsortiebygging** **Ekstern finansiering** Utvikling av forskningsinfrastruktur Ledelse og medvirkning i kliniske studier	
3. Utdanningsfaglig kompetanse	**Planlegging, gjennomføring, evaluering og utvikling av undervisning og veiledning** **Deltakelse i utvikling av utdanningskvalitet i fagfellesskap** Mentorering Utvikling og deling av læremidler	
4. Samspill med samfunnet, formidling og innovasjon	**Formidlingsaktiviteter** Innovasjon Entepenørskap og kommerialisering Sosial innovasjon Innovasjon i offentlig sektor Folkeforskning Lærebøker Forskningsrapporter og utredninger Bruk av forskning i offenlig forvaltning og næringsliv	
5. Ledelse og verv	Institusjons- og enhetsledelse Ledelse av nettverk og prosjekter Ledelse utenfor akademia Lederverv og annet utvalgsarbeid	
6. Annen erfaring	Erfaring utenfor akademia Kurs og faglige utviklingsaktiviteter	

Hvordan stemmer dette overens med kompetanse-områdene og eksemplene i NOR-CAM matrisen?

NyEval – Research project on CoARA implementation in Norway

Liv Langfeldt, NIFU Nordic Institute for Studies in Innovation, Research and Education

NIFU

Nordic Institute for Studies in Innovation, Research and Education

CoARA WG ACA meeting, 18.03.2025

New ways of evaluating research and researchers
CoARA in the Norwegian research system (NyEval)

Liv Langfeldt

Aim

- Understand drivers and barriers to research assessments reforms
- Accompanying research to CoARA-related/ inspired reforms in Norway
  - Help from user partners in defining and carrying out the project to ensure joint learning and relevant and applicable outcomes

Research Council of Norway - Grant 2025-2028

- NIFU - Nordic Institute for Studies in Innovation, Research and Education

  Project Team
  - Liv Langfeldt
  - Ida Svege
  - Gunnar Sivertsen
  - Henrik Karlstrøm
  - Siri B. Borlaug
  - Christina Drange
  - Ingvild Reymert

- Project Partners
  - Universities Norway (UHR), Ragnar Lie
  - The Norwegian Association of Researchers (NAR), Jorunn Dahl Norgård
  - Foundation Dam, Jan-Ole Hesselberg
  - The Young Academy of Norway (AYF), Bjørn Kristian Danbolt / Bjørn Hallstein Holte

- Project User Panel
  - Project Partners
  - Research Council of Norway (RCN)
  - Ministry of Education and Research (KD)

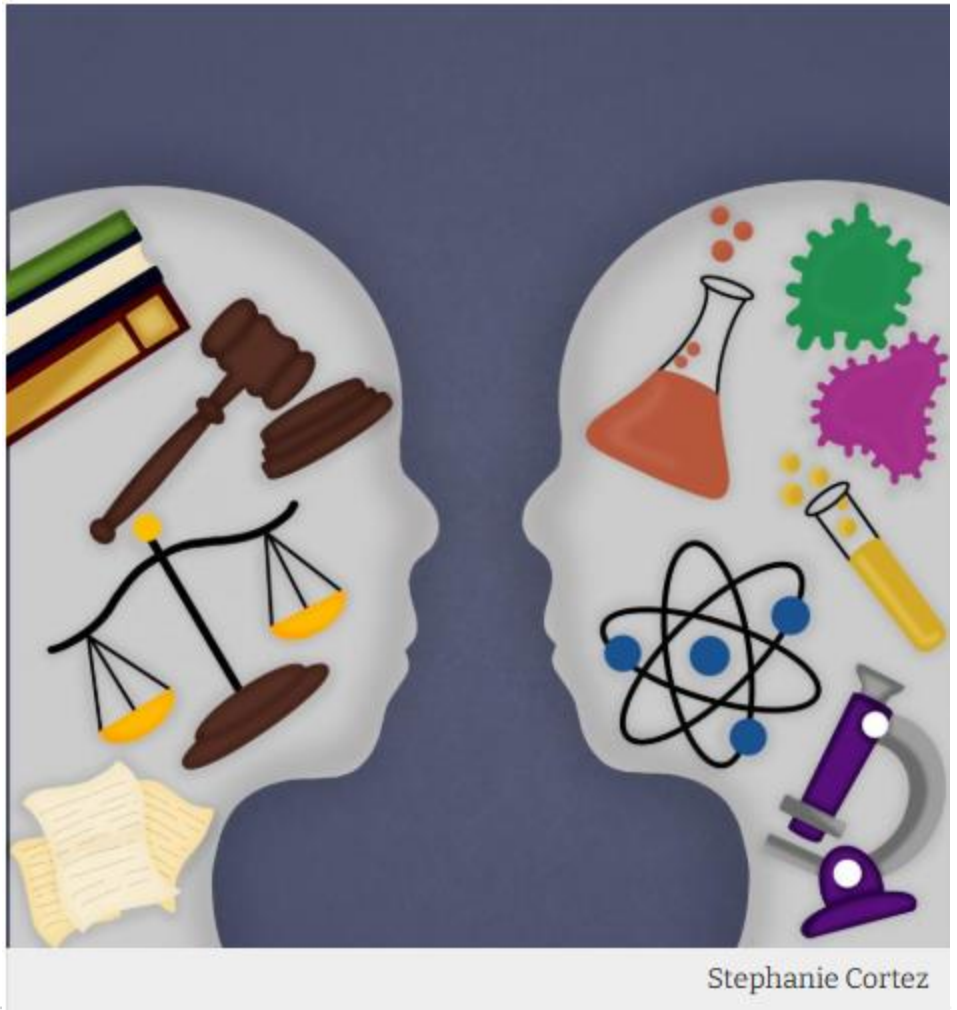
Approaches

- Broader approaches
  - Studies of adoption and transition of policies
    - External demands/change agents
    - Resistance to change
  - Field differences

- Entry points to understand Reforms on Research Assessment
  - How research quality notions develop and institutionalise (field/space type)
  - The reward and incentive system in science
  - Norms that research assessments should comply with
  - The role of quantitative indicators in peer review

Entry points to understand RRA

- How research quality notions develop and institutionalise
  - *Field-type quality notions*
    - self-regulated community
    - joint responsibility for quality
  - *Space-type quality notions*
    - setting priorities and allocating resources
  - *Notions developed in tandem*



Langfeldt L, Nedeva M, Sörlin S, Thomas D (2020)
Co-existing Notions of Research Quality: A Framework to Study Context-specifc Understandings of Good Research.
Minerva (2020) 58:115–137

Entry points to understand RRA

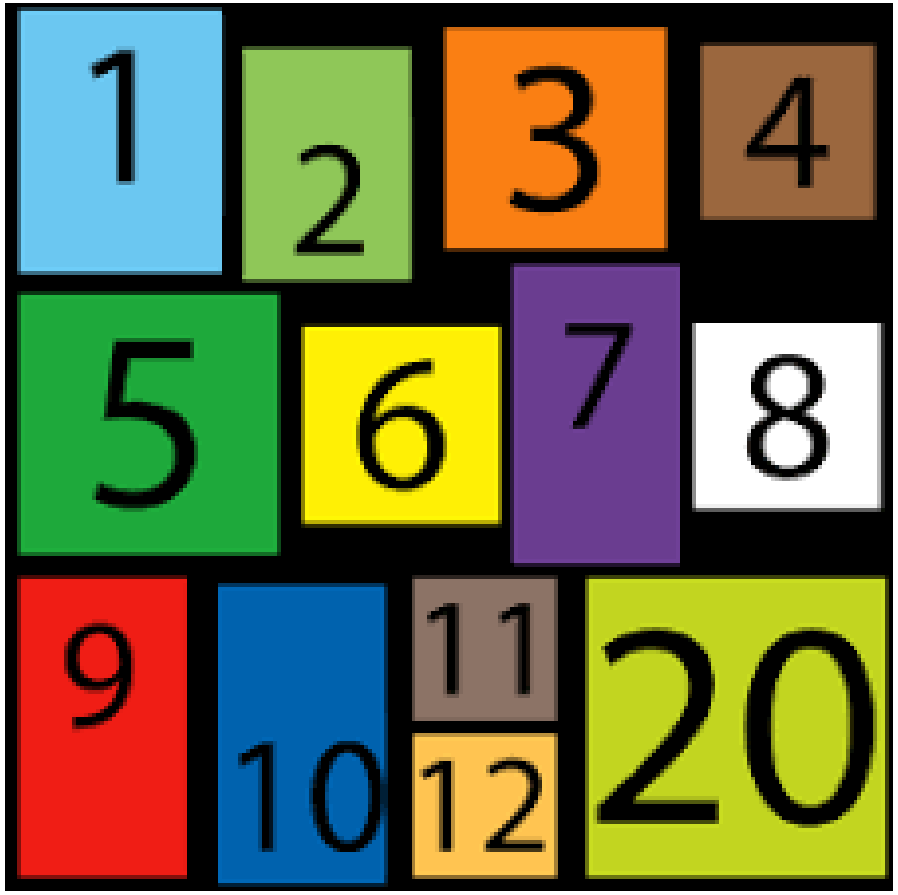
- The reward and incentive system in science
  - To build/maintain a research career
    - Strong incentives to comply with assessment criteria
    - Accumulate academic capital
      - Enjoy an independent/privileged position

Entry points to understand RRA

- Norms that research assessments (often) are supposed to comply with
  - Preestablished impersonal criteria
  - Disinterestedness/impartiality
  - Thoroughness/organised scepticism
  - Transparency, fairness, equity
  - Efficiency
  - …
- What is perceived to be at stake in reform processes?

Entry points to understand RRA

- The role of quantitative indicators in peer review
  - Limitations of metrics are generally acknowledged
  - Still, widely used
    - easy to access/use
    - demand less time/efforts
    - perceived help to get overview
    - normal/legitimate in some fields
    - may be perceived to reflect e.g. productivity or performance
  - To moderate use may be hard



Research Questions

1. What are the CoARA-motivated changes implemented in Norway?
2. What are the objectives of the changes?
3. What effects (if any) do *reviewers* experience from e.g. new CV requirements or new review guidelines? Do they change assessments practises?
4. What effects (if any) do different groups of *applicants (gender, field, age)* anticipate from e.g. new CV requirements or review guidelines? Do anticipated effects influence their research activities?
5. What is the potential of CoARA-motivated changes to impact the Norwegian research system? How?
6. What are the drivers and barriers for (such) changes, and how do drivers and barriers vary between research fields, and between organisations or levels in organisations?

Empirical approach

- WP1 Employment and promotion of academic staff
  - **Document Analysis**
    - ARRA action plans; Local versions of NOR-CAM
      - Study org.-level changes and their motivations
    - Hiring and promotion guidelines; Job postings templates
      - Identify changes 2016-2027
  - **Survey 2025 and 2027**
    - Academic staff and leaders at 11 universities
      - Views & experiences of changes
      - Compare 2025 and 2027
  - **Case studies: Selected universities/fields 2026-2027**
    - Interviews actors/stakeholders
    - Documents to department, faculty and university boards and committees.
      - Understand local processes
    - Application, review, job posting data (2020 and 2025?)
      - Observable changes criteria/procedures/emphasises?

- WP2 Assessment of research grant proposals, RCN and Foundation Dam
  - **Document Analysis**
    - Changes relevant to CoARA/NOR-CAM: evaluation criteria, application forms, CV templates and guidelines/instructions (2017-2027)
  - **Application/Applicant and Reviewer Data Analysis**
    - Study grant applications/CVs, reviewer scores and feedback
    - CoARA/NOR-CAM-relevant alterations in characteristics of applicants and grantees over time?
  - **Surveys**
    - Grant applicants and reviewers
    - Views & experiences on CoARA/NOR-CAM-relevant modifications and quantitative indicators.
    - Changes in proposal writing / reviewing.
  - **Interviews**
    - Funding agencies' staff: motives/drivers and barriers to reform

WP1 Survey of academic staff 2025 and 2027

Draft questions

- To temporary/fixed term staff
  - What do you think would be emphasized if you were applying for a permanent academic position at your institution today?
  - What do you think would be emphasized if you were applying for a permanent academic position at your institution in five years?
- To permanent staff
  - What do you think would be emphasized if you were applying for a promotion (opprykk) at your institution today?
  - What do you think would be emphasized if you were applying for a promotion (opprykk) at your institution in five years?

On each of these:
Score degree of expected emphasize,
22 qualifications on a scale from 1 to 5

WP1 Survey 2025 and 2027 Draft questions

- Reviewers of permanent staff and promotion proposals
  - What was emphasized in the assessment of the candidate(s)?
    - Score 22 qualifications on 5-point scale

- To all
  - Should the emphasis for permanent academic appointments at your institution change?
    - 22 qualifications:
      - As today; Less weight; More weight

- To all
  - To what extent do you think current assessment processes for permanent positions at your institution provide the following? [5-point scale]
    - Thorough assessments
    - Effective process that does not take long
    - Objective criteria
    - Transparent assessments
    - Equity/fair assessments
    - Processes suitable for recruiting the competence needed to maintain and develop my academic unit/environment (“fagmiljø”)

Expected relevance and outputs

- Longitudinal research on ongoing reform
  - how research and researchers are evaluated
- Compare across Norwegian institutions
  - **Understand**
    - **Drivers and barriers** for reforms
    - **Changes** / impact on
      - hiring
      - promotion
      - project funding
  - **Differences between**
    - academic fields
    - types of universities

Insights relevant beyond Norway

- Dissemination 2025-2028
  - Scientific articles
  - Policy briefs
  - Relevant conferences, meetings, seminars
  - End conference 2028

NIFU

Nordic Institute for Studies in Innovation, Research and Education

Thank you for your attention!

Liv Langfeldt

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www.nifu.no

FIN-CAM – Finnish Career Assessment Framework

Janne Pölönen, Federation of Finnish Learned Societies (TSV)

Federation of Finnish Learned Societies

FIN-CAM Finnish Career-Assessment Matrix

Janne Pölönen

CoARA WG ACA meeting
18 March 2025

Development of FIN-CAM

2020 Recommendation on responsible assessment of researchers in Finland

- Develop a portfolio model compatible with the TENK curriculum vitae

2021 Steering Board for the national recommendation

- Develop FIN-CAM: Finnish Career Assessment Matrix

2023 Survey to researchers on diversity of career assessment criteria

- Feedback on diversity of career assessment criteria

2024 Public consultation on Finnish Career Assessment Matrix (FIN-CAM)

- Feedback on the FIN-CAM draft version

2025 FIN-CAM report

- Finalized version of FIN-CAM

2025-2026 FIN-CAM Web tool

- Flexible easy-to-use tool to support diverse use-cases

TENK Structured CV model 2012, updated 2020

TUTKIMUSEETTINEN NEUVOTTELUKUNTA | FORSKNINGSETISKA DELEGATIONEN | FINNISH NATIONAL BOARD ON RESEARCH INTEGRITY TENK

1. **Personal details and the date of the CV**
   - Surname (including previous surnames)
   - First names
   - Researcher ID, if applicable (e.g. ORCID, ResearcherID)
   - Date of the CV

2. **Degrees**
   - Date of degree certificate (the most recent one first), degree title, major subject/degree programme or equivalent, name of the educational institution, locality and country where the degree was completed; contact details of the organisation that granted the highest degree; official degrees are stated according to the Finnish and international system.
   - Title of Docent: date of the certificate, research discipline and university. Note: the Finnish title *dosentti* is the Title of Docent in English.

3. **Other education and expertise**
   - Other education, professional competences/qualifications or supplementary training: date of completion, name, scope and provider of the education or training (name and locality)

4. **Language skills**
   - Native language
   - Other language skills: the level achieved and the date of certificate, or a justified self-assessment of skills (the Europass Guidelines may be used for self-assessment)

5. **Current employment**
   - Start and end date of employment relationship, current job title, employer and place of work (if the work is part-time, this should be stated; a short job description should be provided if necessary)
   - Stage of the academic research career on the four-stage (I–IV) research career model, adapted if necessary
   - For a full-time student: educational institution (name and locality) and degree title, degree programme or equivalent
   - Secondary occupations

6. **Previous work experience**
   - Previous employment relationships and grant periods (the most recent one first), including long-term visits abroad: the start and end date of the employment/role, job position, employer and place of work or funding organisation (if the work is part-time, this should be stated; a short job description should be provided if necessary)
   - Previous secondary occupations and other positions and commitments that are relevant to the application (e.g. in companies)

7. **Career breaks**

The inclusion of this information is optional, but it may have a positive impact on the evaluation.

   - Family leave, military or non-military service, other leaves of absence or career breaks, with dates and duration in months

8. **Research funding and grants**
   - Significant research funding: start and end dates of funding, type, source and amount of funding; role in the preparation of funding applications for a research group; name of principal investigator

9. **Research output**
   - Total number of publications and for example the ten most important and/or most cited publications (identify the database); links to open-access publications; list of publications categorised according to the classification by the Ministry of Education and Culture as a separate appendix
   - Methods, software, infrastructures, materials, guides and tools developed
   - Patents and inventions
   - Most significant artistic works and processes

10. **Research supervision and leadership experience**
    - Activities as the officially appointed supervisor of undergraduate and postgraduate students: number of supervisees by degree programme[1], principal supervisor/co-supervisor
    - Leadership experience in research groups or projects (specify the job description, for example instructing post-doctoral researchers)

11. **Teaching merits**

Teaching merits should be carefully selected and presented as applicable. If necessary, teaching merits can be demonstrated with a separate teaching portfolio.

   - Pedagogical training and other demonstrated pedagogical expertise
   - Research-based and collaborative development of teaching and teaching methods (for example developing teaching material, providing open access teaching material, activities in development groups, pedagogical publications)
   - Teaching experience in general
   - Funding received for the development of teaching

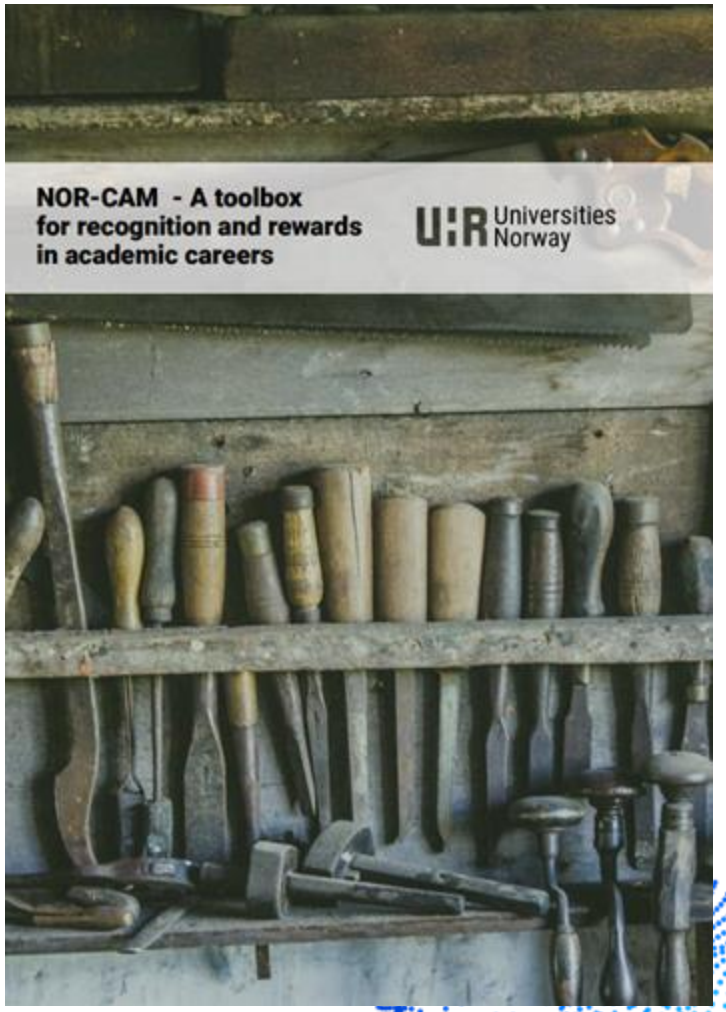
12. **Awards and honours**
    - Awards, prizes and honours granted for scientific, artistic, research or professional merits or on the basis of an academic career
    - Recognition of teaching

13. **Other key academic merits, such as:**
    - Acting as pre-examiner or opponent of a doctoral dissertation; memberships in doctoral dissertation committees or boards
    - Acting as expert evaluator in recruitment and in evaluation of applications for the Title of Docent, for example
    - Peer review of funding applications
    - Memberships and positions of trust in scientific communities
    - Memberships in national or international expert, evaluation or steering groups and other expert roles (such as evaluation activities in the researcher's own scientific discipline)
    - Memberships in editorial committees for scientific and professional publication series and journals or position as editor or editor-in-chief
    - Referee for scientific publications
    - Administrative or working group positions in institutes of higher education and research organisations, higher education community roles, and national and international positions of trust in science and research administration (for example on ethics committees)
    - Significant invited international lectures
    - Organising scientific conferences

14. **Scientific and societal impact**
    - Promoting open science and research, for example the production and responsible distribution of research material and datasets
    - Utilizing research output (own and that of others)
    - Promoting responsible conduct of research for example by acting as a research integrity adviser
    - Developing responsible research and innovation activities
    - Key positions of trust, expert positions and assignments
    - Merits in research communication and appearing as an expert in the media

15. **Other merits**
    - Other positions and commitments of relevance in terms of the purpose of the CV (such as work in companies or organisations)
    - Other societal merits and honours; Finnish military rank, if desirable
    - Other expertise of relevance in terms of the purpose of the CV

First National Recommendations



Good practice in researcher evaluation

- Published in 2020
- Broad-based working group set up by TSV in October 2018
  - The draft was commented by the scientific community
- The goal is a responsible evaluation process from start to finish
- Finnish Universities' Rectors conference (UNIFI) and Research Council of Finland have committed to the Recommendation
- Many higher-education institutions and research organisations have produced or updated their internal assessment policies and indicated reliance on the Recommendation

Structuring contributions and competences

- Overview of the main sources used to design and structure the survey to researchers

TENK CV 2005/2020	OS-CAM 2017	NOR-CAM 2021	TURKU CAM 2022	OULU CAM 2022	ResearchComp 2022
1 Personal details 2 Degrees 3 Other education and expertise 4 Language skills 5 Current employment 6 Previous work experience 7 Career breaks 8 Research funding and grants 9 Research output 10 Research supervision and leadership experience 11 Teaching merits 12 Awards and honours 13 Other key academic merits 14 Scientific and societal impact 15 Other merits	1 Research output 2 Research process 5 Teaching and supervision 4 Research impact 3 Service and leadership 6 Professional experience	A Research output B Research process C Pedagogical competence D Impact and innovation E Leadership F Other experience	1 Research output 2 Research process 3 Teaching and pedagogical competence 4 Impact and innovation 5 Leadership	A Research output B Collaboration and research process C Teaching and supervision merits D Societal impact and innovation E Leadership F Other experience	Doing research Managing research tools Working with others Making an impact Managing research Self-management Cognitive abilities

RÉSUMÉ FOR RESEARCHERS

Personal details

MODULE 1 - How have you contributed to the generation of knowledge?

MODULE 2 - How have you contributed to the development of individuals?

MODULE 4 - How have you contributed to broader society?

MODULE 3 - How have you contributed to the wider research community?

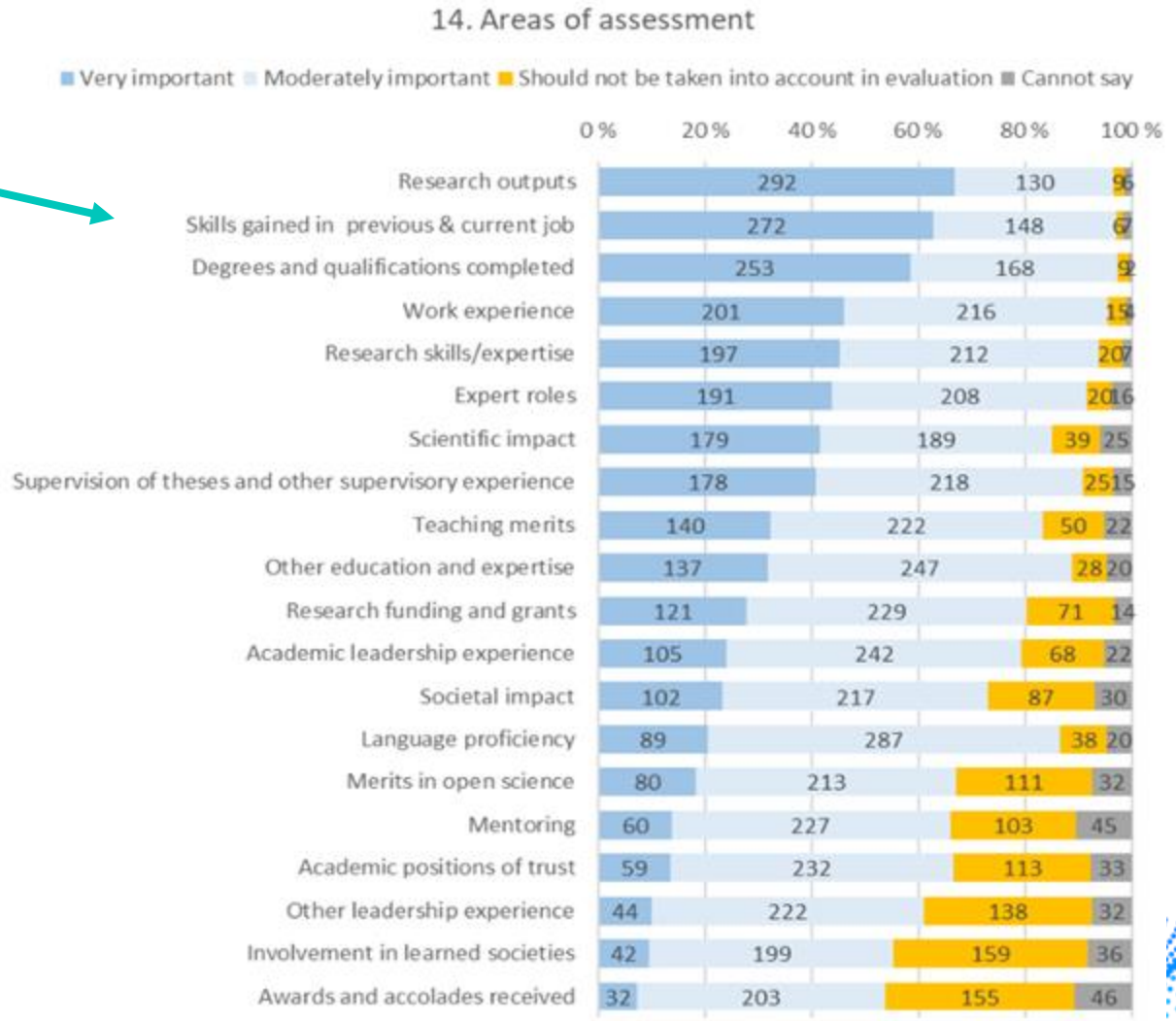
Personal statement

Additions

6

Survey highlighted importance of divers contributions

- ”If you could decide how your qualifications or performance as a researcher were evaluated, which of the elements listed below would you consider to be important?”
- In addition, the survey contained more specific questions on the following areas of assessment: research outputs, research process, teaching, societal impact, Leadership, and open science
- Even if few elements (such as research outputs) could be identified that are important for most researchers, researchers should be recognized for the entire variety of their valuable contributions to research and society, whether or not these are relevant from the personal perspective of most researchers.



Aim and structure of FIN-CAM

Draft version of the FIN-CAM

- FIN-CAM (Finnish Career Assessment Matrix) is a national assessment tool designed to facilitate a comprehensive, systematic and transparent consideration of the wide range of work areas, merits and competence of an individual researcher in various assessment situations.
- The purpose of FIN-CAM is to better recognize the diverse range of work that researchers already do, not to add new demands to the requirements that exist.
- When using FIN-CAM, it must be taken into account that different skills and competencies are valued at different stages of a researcher's career, and researchers are not expected to be successful in all areas of the work of researchers.

- FIN-CAM includes six areas of a researcher's work:
  - Research, development, innovation and competence activities
  - Education and supervision
  - Societal interaction
  - Participation in the research community
  - General skills and competencies
  - Background information and formal qualifications
- Examples of qualitative and quantitative descriptions
- Suggestions on how skills and competences can be documented

Research, development, innovation and competence activities 1/3

Scientific publications	Research materials and data	Publications intended for the professional community	Guides	Policy recommendations	Patents and inventions	Popular publications
Audiovisual publications and ICT applications	Conference abstracts and posters	Research methods, tools	Programs, software, codes, hardware, algorithms, simulations and geographic information developed	Infrastructures	Public artistic and design activities	Applications for and receipt of funding for research, development and innovation
Research and innovation projects	Participation in collaborative consortiums or organisations	Invited lectures and presentations	Participation in conferences	Organising conferences	Proficiency in and promotion of research integrity and responsible conduct of research	Management of research permit application and data protection processes
Data management	Promotion of open science and research	Acting as a dissertation supervisor	Acting as a preliminary examiner of dissertations	Acting as an opponent for doctoral dissertations	Memberships in dissertation committees or boards	Combining research-based knowledge and practical work
		Participation in inter-, multi- or transdisciplinary teams and projects	National and international mobility within the research community	Awards and accolades received for scientific, artistic, research or professional merits or based on the academic career		

Research, development, innovation and competence activities 2/3

Skills and competence	Examples of a qualitative description	Examples of a quantitative description
Scientific publications	• Key scientific publications • Role in creating the publication • Most important pursued or achieved new openings in research • Scientific and/or societal impact of the publications • Open access of publications, early sharing and preregistration of research • Novelty, originality and risk-taking • Inter-, trans- and multidisciplinarity	Number of publications per publication type • Peer-reviewed scientific articles: original article in a scientific journal; review article in a scientific journal; contribution to a book or other anthology; article in conference proceedings; other article, such as an editorial, letter, comment • Non-refereed scientific articles:writing or other article published in a scientific journal written piece or other article published in a scientific journal; data article published in a scientific journal; original article published in a scientific journal; review article published in a scientific journal; contribution to a book or other compilation; article in conference proceedings • Scientific books (monographs): independent scientific publication; peer-reviewed article, edited book or editorial work for a scientific journal or scientific edited book or scientific conference proceedings Number of citations

Research, development, innovation and competence activities 3/3

- The factors involved in research, development, innovation and competence activities can be documented and verified in a number of ways.
  - Examples of documentation: list of publications provided by the researcher, CV, narrative CV, teaching portfolio, art portfolio, conference programmes, transcript of studies, research permit decisions, supervision documents, faculty records, mentions of preliminary examiners in a doctoral dissertation, bulletins of an organisation, research funding decisions, websites associated with different infrastructure.
- It is recommended that the researcher use an ORCID researcher identifier and actively maintain an ORCID account. The researcher can also make their ORCID data visible in the Research.fi service by authorizing data transfer. It is key for the presenting and accessibility of published research outputs that they have a permanent identifier, such as a DOI, URN, ISSN or ISBN number.
- Below are examples of databases and data sources that compile information on the various outputs of research, development, innovation and competence (RDIC) activities:
  - Free databases and information sources: ORCID; Research.fi; CRIS systems; Finna; OpenAIRE; OpenAlex; Lens.org; Google Scholar; OpenCitations; Unpaywall; publication, data and software archives; Library of Open Educational Resources (aoe.fi); Espacenet; Open Editors
  - Databases and information sources subject to a charge: Scopus (Elsevier), Web of Science (Clarivate), Publons (Clarivate), Dimensions (Digital Science), Altmetric.com (Digital Science), Overton, Data Citation Index (Clarivate), Data Monitor (Elsevier), patent databases e.g. Derwent Patents Citation Index (Clarivate)

Education and supervision

Skills and competence	Examples of a qualitative description	Examples of a quantitative description
Teaching experience	• Diversity of teaching experience, such as at different levels of education and in different educational institutions • Role as a teacher, such as responsible teacher or teaching assistant • Courses planned and implemented independently or as team work	• Length of teaching experience in years • Number of courses taught

Societal interaction

- Popularisation of research
- Multilingual science communication
- Acting as an expert in the media
- Activities on social media
- Positions of trust and expert roles outside the research community
- Interaction with decision-makers
- Citizen science and collaborative research
- Activities in different sectors
- Applying research in different sectors
- Research-based teaching or training outside the higher education community
- Integration of research or education and RDI activities
- Entrepreneurship and innovation activities
- Commercialisation of research
- Collaborations with businesses
- Science-art collaborations
- Development collaborations
- UN's Sustainable Development Goals (UN SDG)

Skills and competence	Examples of a qualitative description	Examples of a quantitative description
Popularisation of research	• Popularisation of research in various forums, for various audiences and in various formats, such as blog posts, exhibitions, interviews, journal articles or non-fiction books • Grants and awards for non-fiction literature	• Reach of the publications • Number of visitors to the exhibitions or events • Number of sales and loans of non-fiction books • Number of interviews
Multilingual science communication	• Content production and communications in different or multiple languages • Development of scientific terminology in different languages • Translations	• Number of publications in different languages • Number of translations

Contributions to the research community

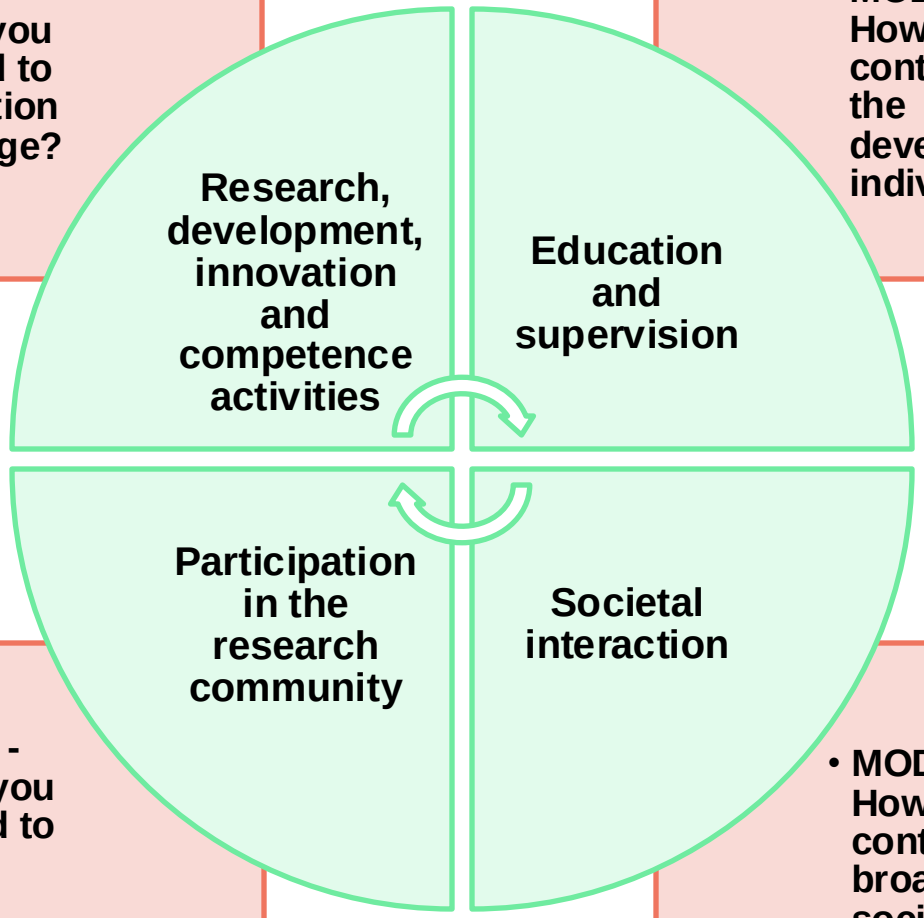
- Editorial work
- Peer review of scientific manuscripts
- Acting as an expert evaluator in filling open positions
- Peer review of funding applications
- Participation in expert, review and steering groups
- Positions in the management teams or working groups of higher education institutions and research organisations
- National and international positions of trust in science and research administration
- Participation in associations related to a particular discipline and in learned societies
- Participation in research, development and innovation networks
- Participation in the activities of open science communities
- Experience in leading a research group
- Experience in leading a research project
- Leadership experience in research administration
- Leadership experience in different sectors
- Administrative work
- Experience in supervisory work
- Leadership skills

Skills and competence	Examples of a qualitative description	Examples of a quantitative description
Editorial work	• Context and significance of the editorial work • Role in scientific, professional or popular editorial work	• Number of editorial boards • Length of the editorial experience • Number of manuscripts processed • Circulation of the publications
Peer review of scientific manuscripts	• Context and significance of the peer review work • Making peer review statements openly accessible • Certificates granted by publications	• Number of peer-reviewed manuscripts and other review assignments • Number of peer reviews relative to the number of publications published by the researcher

Narrative CV: Résumé for Researchers

THE ROYAL SOCIETY

- **MODULE 1 - How have you contributed to the generation of knowledge?**
- **MODULE 2 - How have you contributed to the development of individuals?**



- **MODULE 3 - How have you contributed to the wider research community?**
- **MODULE 4 - How have you contributed to broader society?**

MODULE 1 - How have you contributed to the generation of knowledge?

This module can be used to explain how you have contributed to the generation of new ideas and hypotheses and which key skills you have used to develop ideas and test hypotheses. It can be used to highlight how you have communicated on your ideas and research results, both written and verbally, the funding you have won and any awards that you have received. It can include a small selection of outputs, with a description of why they are of particular relevance and why they are considered in the context of knowledge generation. Outputs can include open data sets, software, publications, commercial, entrepreneurial or industrial products, clinical practice developments, educational products, policy publications, evidence synthesis pieces and conference publications that you have generated. Where outputs have a DOI please only include this.

MODULE 2 - How have you contributed to the development of individuals?

This module can be used to highlight expertise you provided which was critical to the success of a team or team members including project management, collaborative contributions, and team support. It can include your teaching activities, workshops or summer schools in which you were involved (for undergrads, grads and post-grads as well as junior colleagues), and the supervision of students and colleagues. It can be used to mention mentoring of members in your field and support you provided to the advancement of colleagues, be it junior or senior. It can be used to highlight the establishment of collaborations, from institutional (maybe interdisciplinary) to international. It can be used to describe where you exerted strategic leadership, how you shaped the direction of a team, organisation, company or institution.

MODULE 3 - How have you contributed to the wider research community?

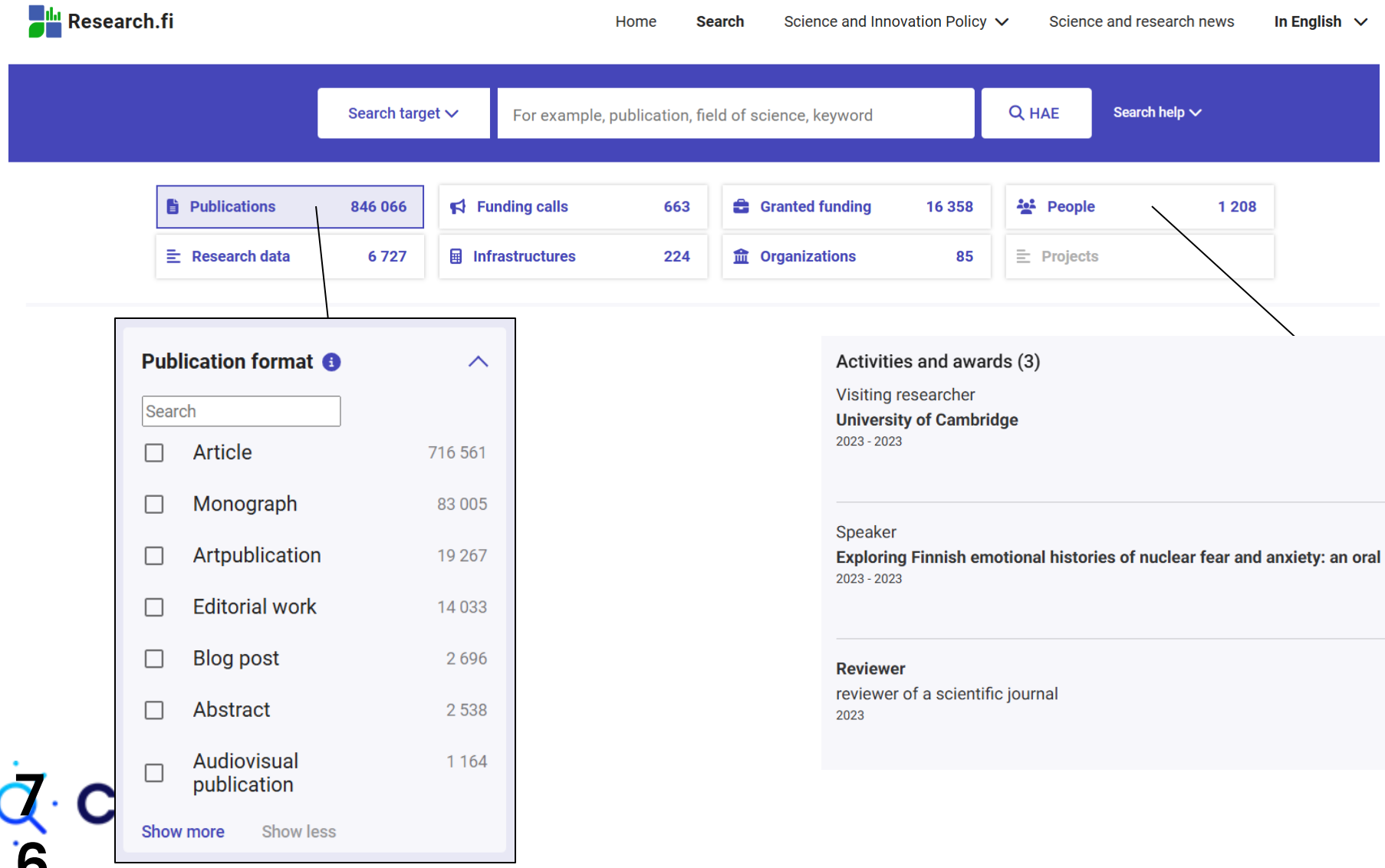
This module can include various activities you have engaged in to progress the research community. It can be used to mention commitments including editing, reviewing, refereeing, committee work and your contributions to the evaluation of researchers and research projects. It can be used to mention the organisation of events that have benefited your research community. It can highlight contributions to increasing research integrity, and improving research culture (gender equality, diversity, mobility of researchers, reward and recognition of researchers' various activities). It can be used to mention appointments to positions of responsibility such as committee membership and corporate roles within your department, institution or organisation, and recognition by invitation within your sector.

MODULE 4 - How have you contributed to broader society?

This module can include examples of societal engagement and knowledge exchange. It can include engagement with industry and the private sector. It can be used to mention engagement with the public sector, clients and the broader public. It can be used to highlight positive stakeholder feedback, inclusion of patients in processes and clinical trials, and other impacts across research, policy, practice and business. It can be used to mention efforts to collaborate with particular societal or patient groups. It can be used to highlight efforts to advise policy-makers at local, national or international level and provide information through the press and on social media.

COARA

Documentation: Research.fi as comprehensive research information infrastructure



Next steps

- The FIN-CAM draft currently being finalized based on feedback from the public hearing
- FIN-CAM will be further developed into an online tool supporting different use-cases, and complemented by narrative CV templates
- Documentation of various skills and competencies remains a challenge and requires the development of the research information infrastructures, notably Research.fi

7

Thank you! Any questions?

- Researcher’s views on the diversity of career assessment criteria in Finland: a survey report

- Working group: Janne Pölönen, Laura Himanen, Anna-Kaisa Hyrkkänen, Miki Kallio, Elina Koivisto, Hanna Lahdenperä, Reetta Muhonen, Laura Niemi, Maria Pietilä, Tiina Sipola, Mira Söderman

Federation of Finnish Learned Societies

CoARA principles in practice. Insights from a cross disciplinary Centre of Excellence

Alexander Refsum Jensenius, Professor of music technology and Director of RITMO – Centre for Interdisciplinary Studies in Rhythm, Time and Motion

UNIVERSITETET I OSLO

CoARA principles in practice. Insights from a crossdisciplinary Centre of Excellence

Alexander Refsum Jensenius
RITMO Centre for Interdisciplinary Studies of Rhythm, Time and Motion

COARA, Oslo, 17 March 2025

Music Researcher

Lab and Centre Director

Research Musician

Open Research Advocate

Open
Research
Advocate

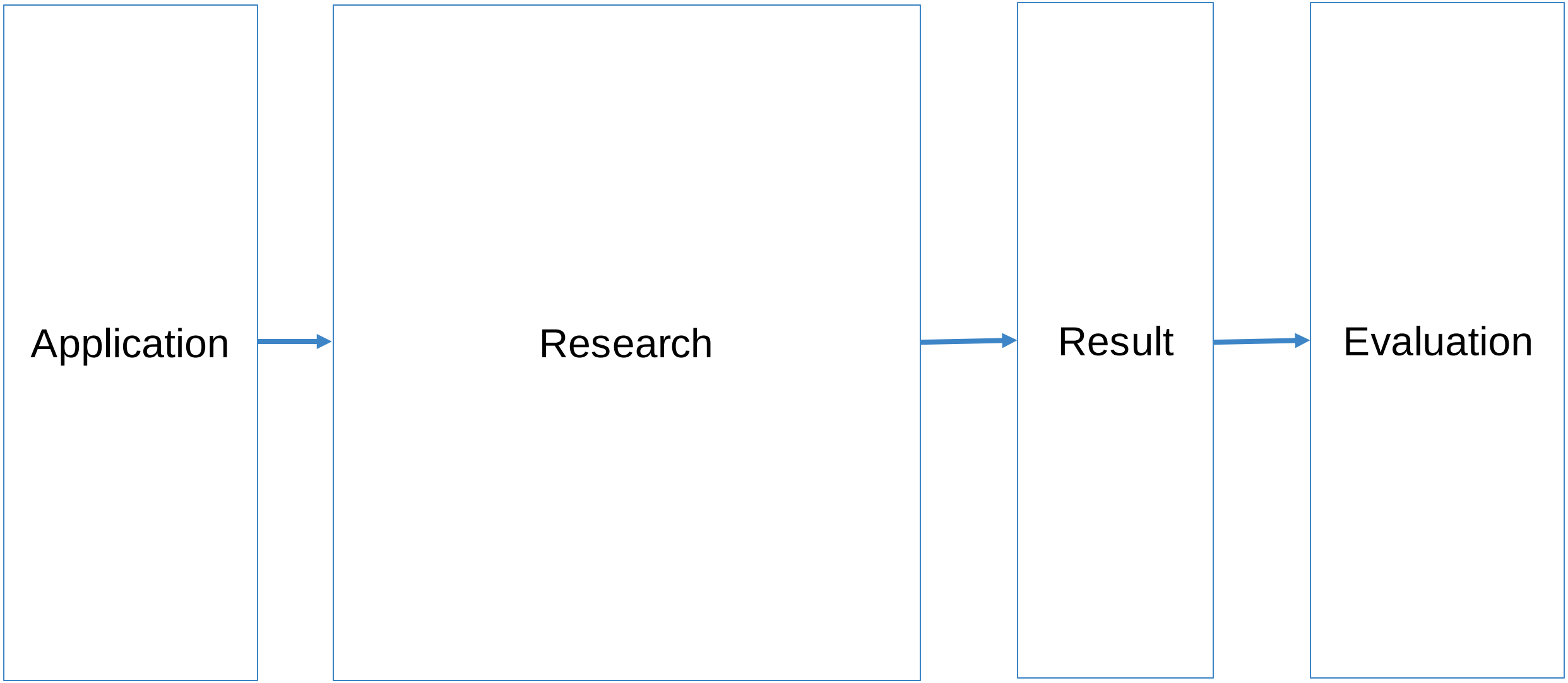
EUA OPEN SCIENCE

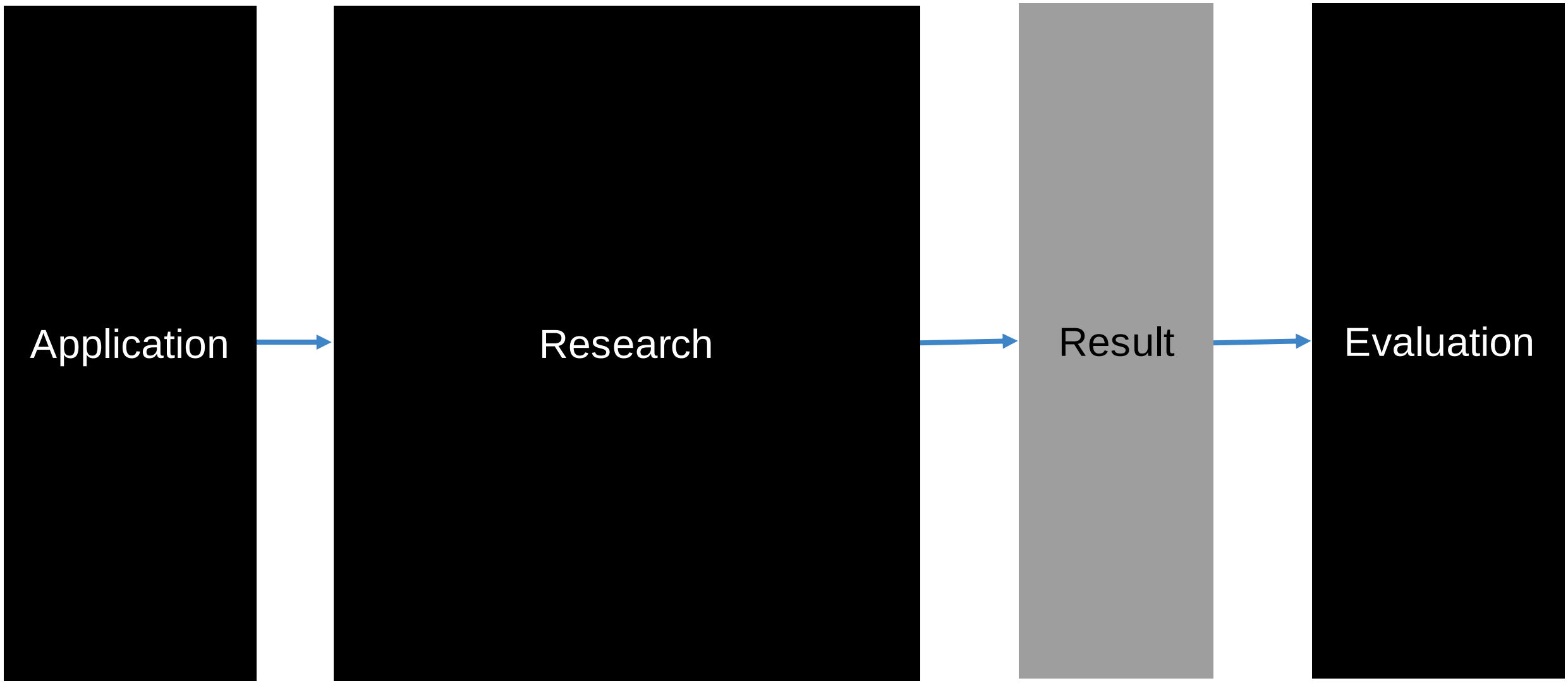
Expert Group on Open Science European University Association, 2018-2024

Åpen forskning ≈ Open research

≠

Åpen vitenskap ≈ Open science


Application
Research
Result
Evaluation


Application
Research
Result
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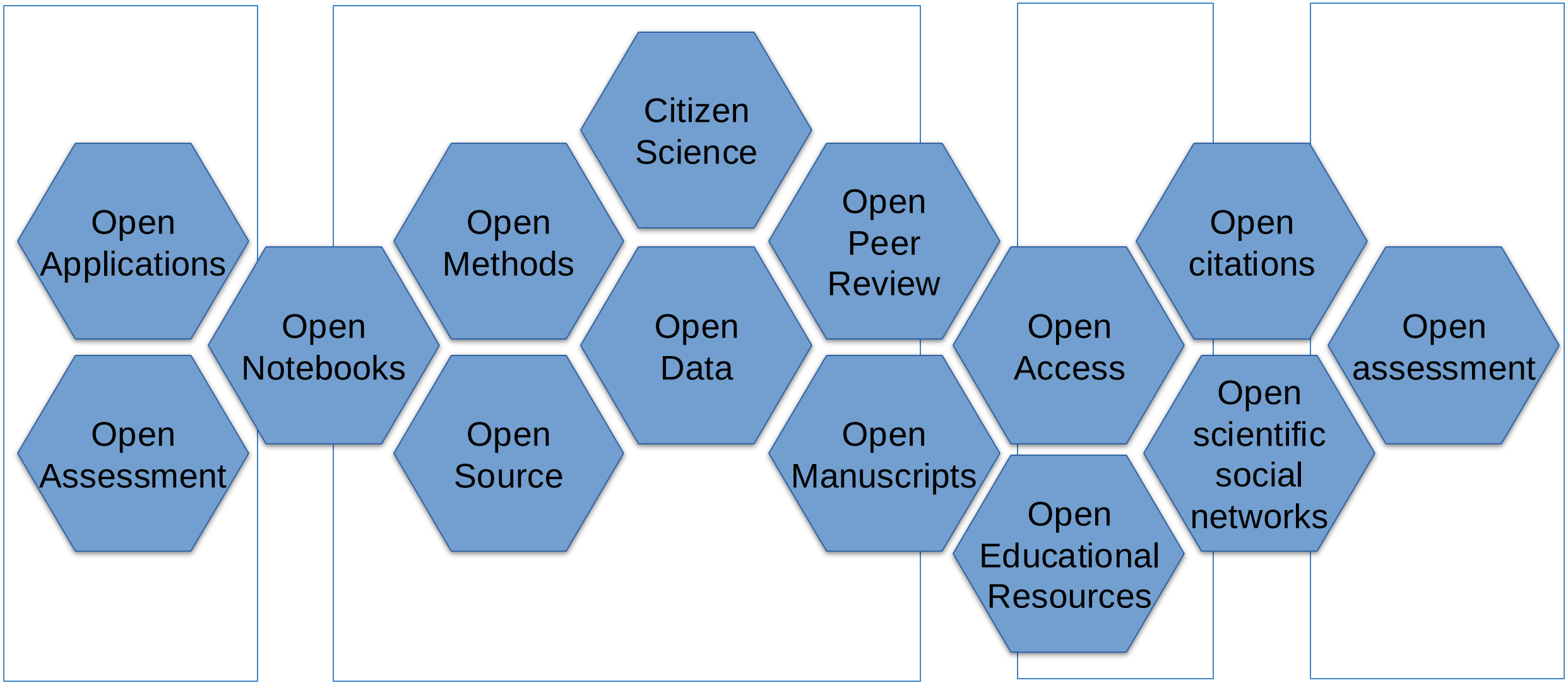
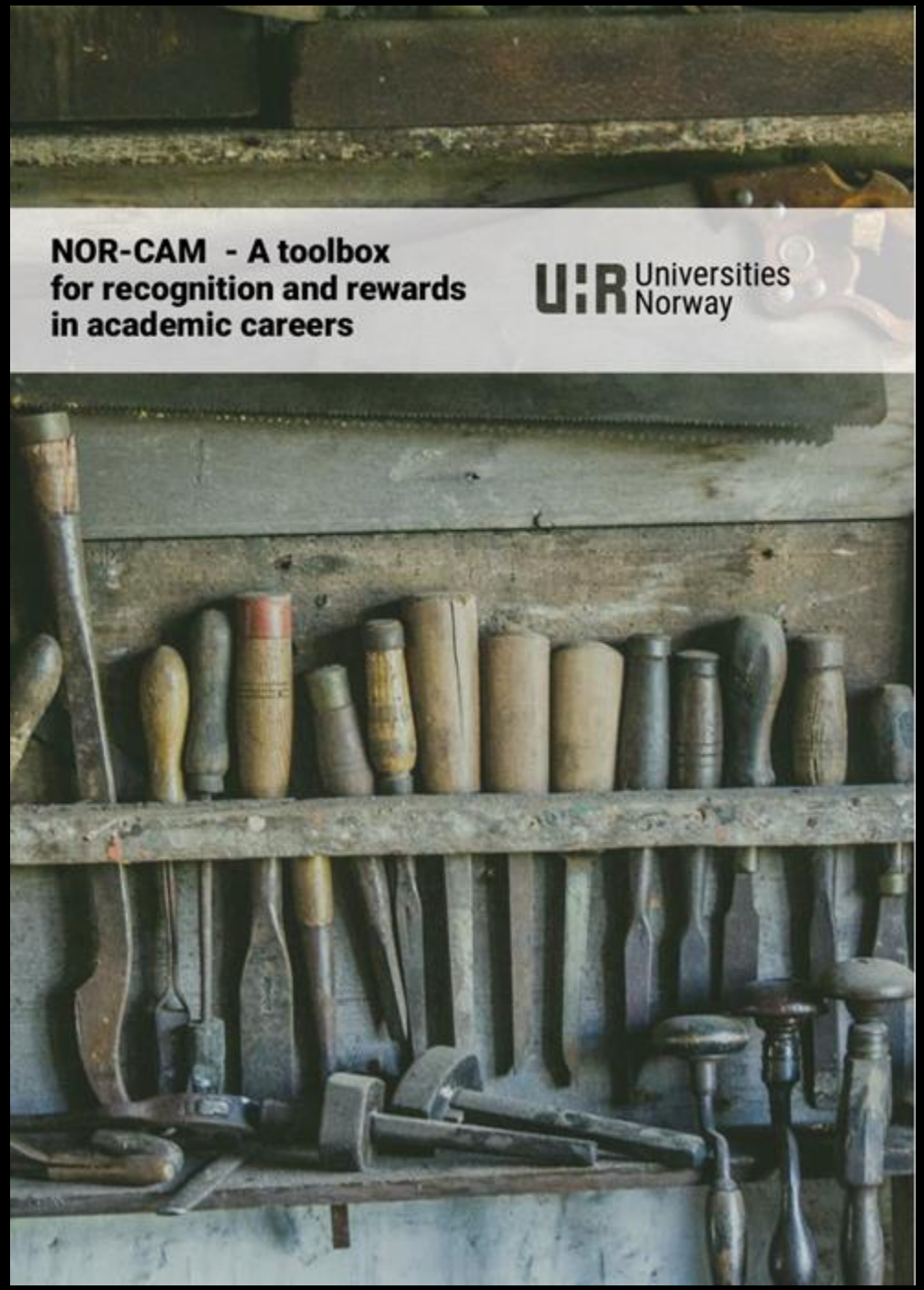

Open Applications
Open Notebooks
Open Assessment
Open Methods
Open Source
Citizen Science
Open Data
Open Peer Review
Open Manuscripts
Open Access
Open Educational Resources
Open citations
Open scientific social networks
Open assessment

NOR-CAM - A toolbox for recognition and rewards in academic careers

UHR Universities Norway



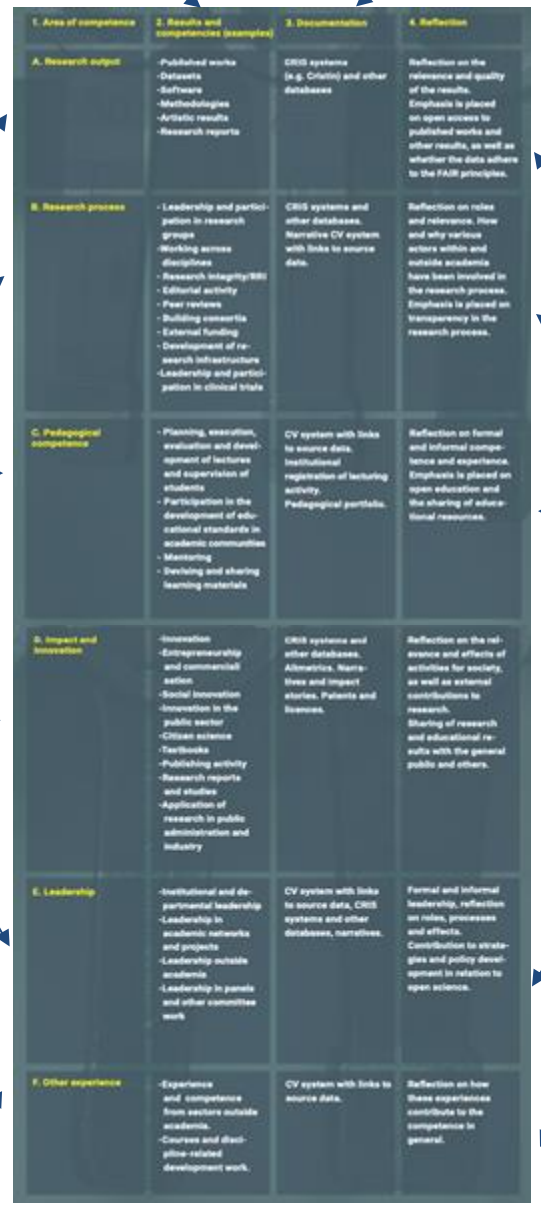
NOR-CAM - Norwegian Career Assessment Matrix

Column 2:
Examples of results and competences

Column 3:
Documentation

Column 1:
Six areas to be assessed

Column 4:
Reflection



1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
A. Research output	-Published works -Datasets -Software -Methodologies -Artistic results -Research reports	CRIS systems (e.g. Cristin) and other databases	Reflection on the relevance and quality of the results. Emphasis is placed on open access to published works and other results, as well as whether the data adhere to the FAIR principles.
B. Research process	- Leadership and participation in research groups -Working across disciplines - Research integrity/RRI - Editorial activity - Peer reviews - Building consortia - External funding - Development of research infrastructure -Leadership and participation in clinical trials	CRIS systems and other databases. Narrative CV system with links to source data.	Reflection on roles and relevance. How and why various actors within and outside academia have been involved in the research process. Emphasis is placed on transparency in the research process.
C. Pedagogical competence	- Planning, execution, evaluation and development of lectures and supervision of students - Participation in the development of educational standards in academic communities - Mentoring - Devising and sharing learning materials	CV system with links to source data. Institutional registration of lecturing activity. Pedagogical portfolio.	Reflection on formal and informal competence and experience. Emphasis is placed on open education and the sharing of educational resources.
D. Impact and innovation	-Innovation -Entrepreneurship and commercialisation -Social innovation -Innovation in the public sector -Citizen science -Textbooks -Publishing activity -Research reports and studies -Application of research in public administration and industry	CRIS systems and other databases. Altmetrics. Narratives and impact stories. Patents and licences.	Reflection on the relevance and effects of activities for society, as well as external contributions to research. Sharing of research and educational results with the general public and others.
E. Leadership	-Institutional and departmental leadership -Leadership in academic networks and projects -Leadership outside academia -Leadership in panels and other committee work	CV system with links to source data, CRIS systems and other databases, narratives.	Formal and informal leadership, reflection on roles, processes and effects. Contribution to strategies and policy development in relation to open science.
F. Other experience	-Experience and competence from sectors outside academia. -Courses and discipline-related development work.	CV system with links to source data.	Reflection on how these experiences contribute to the competence in general.

Music Researcher

Professor of music technology

music technology

Musicology

pyscho-logy

techno-logy

arts, crafts, tools

embodied mind

the study of

music-o-logy

Musicology

Lab and Centre Director

Psychology

Informatics

RITMO Centre for Interdisciplinary Studies in Rhythm, Time and Motion

RITMO aims to expand our understanding of
rhythm as a fundamental property of human life.

Norwegian Centre of Excellence

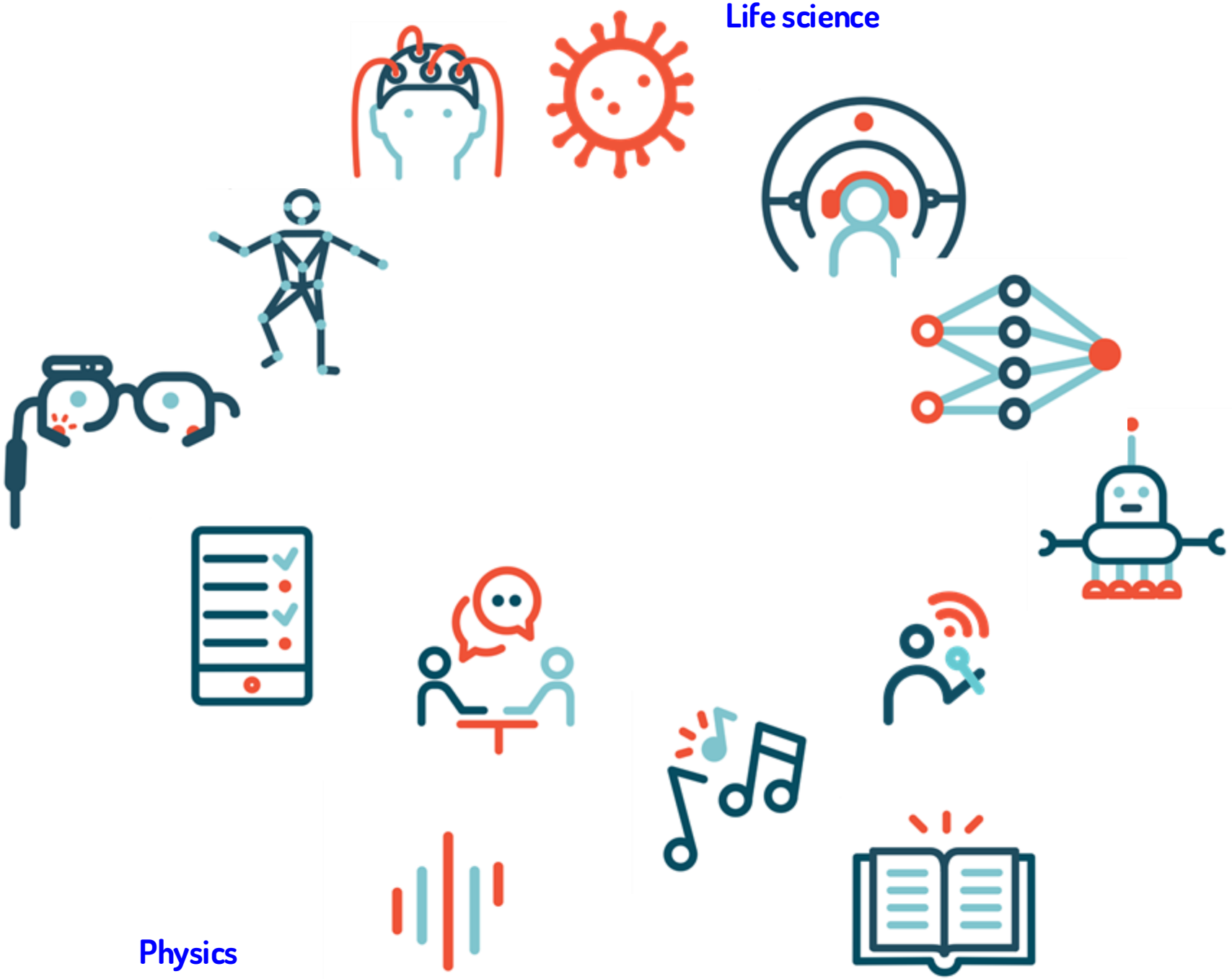
The Research Council of Norway

Musicology

Psychology

Life science

Informatics



Physics

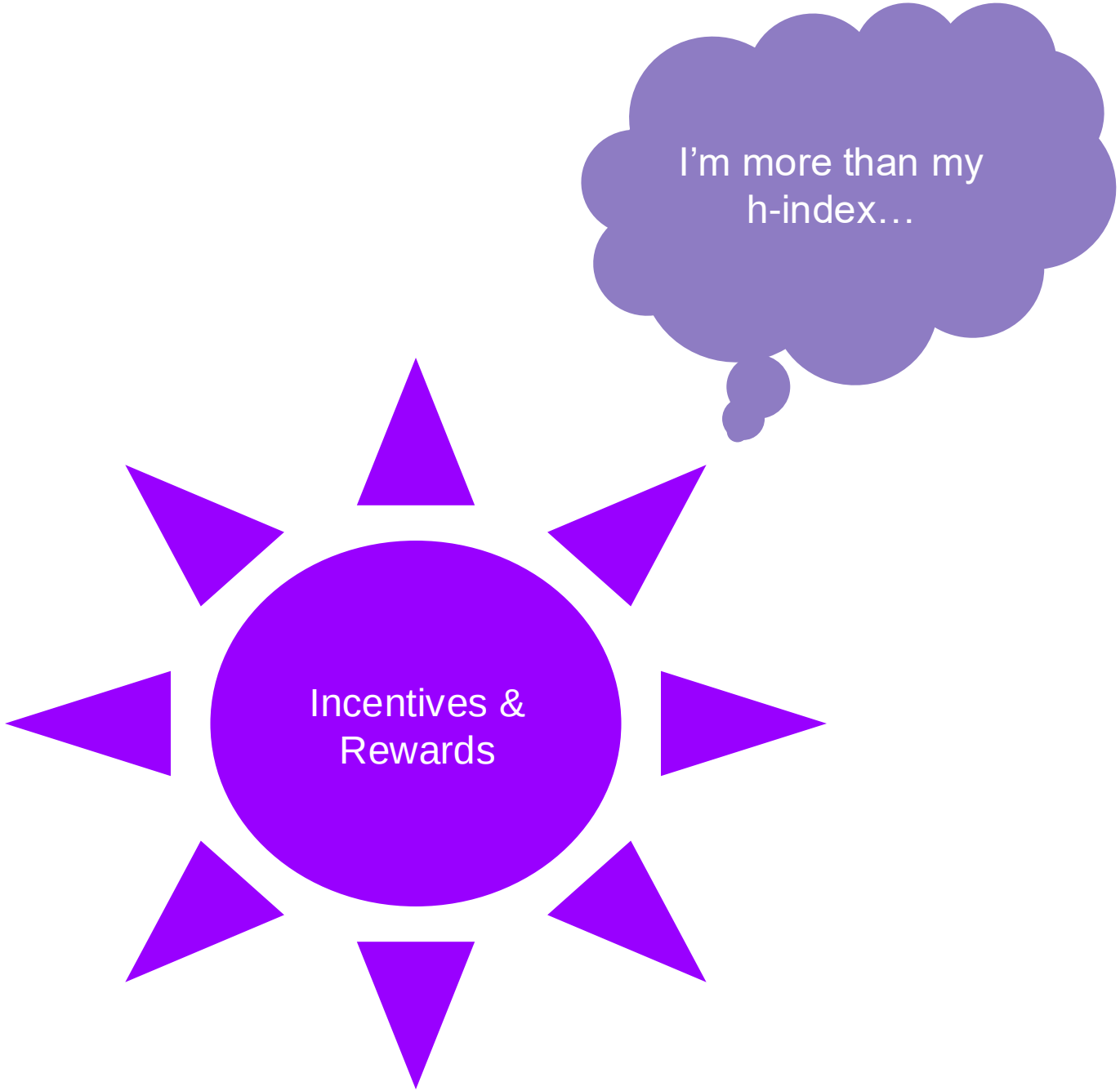
Musicology

Psychology

Informatics

Musicology

What is valued?

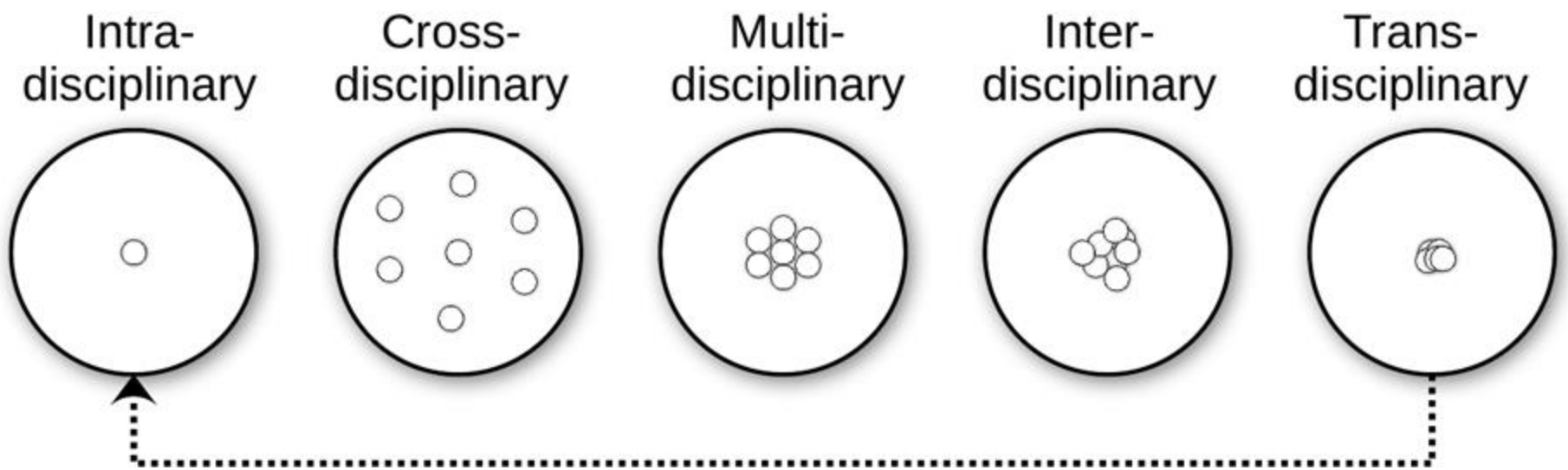

I’m more than my h-index…
Incentives & Rewards

Psychology

Informatics

Musicology

Interdisciplinarity?


Intra-
disciplinary
Cross-
disciplinary
Multi-
disciplinary
Inter-
disciplinary
Trans-
disciplinary

Hiring Committees

Career development programme

RITMO CAREER DEVELOPMENT PROGRAMME	CURRENT SKILLS			PLAN FOR NEW SKILLS	
	Competence (high/low)	Describe Training/Experience achieved + date	Documentation exists (yes/no)	My priorities (X)	Plan for achieving these new skills
Academic communication skills					
Academic writing/academic english					
Presentation skills and public speaking					
Popular dissemination of research / social media for researchers					
Research funding					
Grant application writing experience					
Knowledge about funding opportunities within and outside academia					
Other academic skills					
Teaching					
Supervision					
Data management (including data privacy)					
Peer Reviewing					
Transferable skills					
Time management					
Team and collaboration skills					
Networking skills					
Ethics at the workplace					
Project management					
Administrative experience					
Tools (i.e. Ref/cit, programming, statistics, data analysis) (please fill in)					

Team and collaboration skills; ethics at the workplace

This module focuses on communication skills and collaboration with people with a variety of backgrounds (in terms of disciplines, methods, culture, etc.) and different personalities and opinions.[1)]

Project management

This module seeks to strengthen the researcher's competence in preparing and developing project plans – including designing a project, making a realistic timeline, and overcoming setbacks. Experienced project leaders are invited to share their insights.

Time management and career planning

The focus in this module is on personal time management, workflow, prioritisation, and work/life balance, as well as strategic career planning.

Alternative career paths / careers outside academia

This workshop aims at highlighting valuable transferable skills that are developed during their time at RITMO. People from the industry- or private sector with relevant academic backgrounds are invited as speakers.

Obtaining funding

This module seeks to assist the researchers in preparing project plans and grant applications. The workshop also provides information about where and when to apply and points them to other more specific external workshops relevant to the topic.

Dissemination and presentation skills

This module covers topics such as data visualisation, dissemination strategies, public speaking, and how to use web- and social media.

DIPLOMA

RITMO Career Development Prog

We hereby confirm that

_____, born _____

has participated in the Career Development Progra
RITMO Centre for Interdisciplinary Studies in Rhythm, Tim
at the University of Oslo from _____ to _____

See the attached form for a detailed transcrip

_____ _____

Centre Director
RITMO

Mentor

TRANSFERABLE SKILLS

As a Doctoral Research Fellow at RITMO, _____
has acquired skills that are transferable to many jobs and car
outside academia. In this document we highlight some of the
_____ has developed at RITMO

Research skills and critical thinking

- Identify relevant research questions and determine the b
  to finding answers to the questions
- Find, understand, and synthesise large amounts of data
- Approach problems creatively and systematically
- Identify links between ideas, theories, and methods
- Evaluate arguments critically

Written and oral communication

- Write effectively in different formats
- Speak in front of different audiences
- Present complex ideas in a pedagogical manner
- Make use of different dissemination channels

Project management, organisational skills, administrati

- Design a project
- Make a realistic project timeline
- Overcome deadlines and setbacks

Interdisciplinary, collaboration, diversity, and ethics

- Collaborate, both internally and externally, in an internat
  interdisciplinary research environment
- Create networks with relevant partners
- Reflect on and promote ethics and diversity at the work

TRANSCRIPT

RITMO Career Development Programme

NAME:
MENTOR:

_____, born _____, participated in the following workshops and training sessions at RITMO Centre for Interdisciplinary Studies in Rhythm, Time and Motion at the University of Oslo.

RITMO Career Development Programme Workshops

Date	Title	Description

Other activities at RITMO

Date	Title	Description

UNIVERSITY OF OSLO

RITMO Centre for Interdisciplinary Studies in Rhythm, Time and Motion

Menu

23 tips to improve your web presence

Ulf Holbrook
Qichao Lan
Person web pages
Paul Remache
Onderdijk and Swarbrick
Mojtaba Karbasi
Merve Akca
Laura Bishop
Kyrre Glette
Julian Fuhrer
Jo Thori Lind
Jonna Katariina Vuoskoski
Henrik Herrebrøden

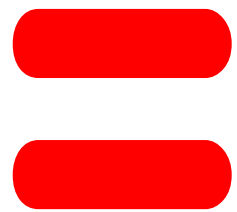
Join us for a hands-on session with tips and tricks for your online presence.

Time and place: Mar. 17, 2021 12:15 PM–1:00 PM, Zoom (sign up to get link)

Culture of Sharing


Çağrı Erdem

Culture of Caring



Thank you!