



UNIVERSITETET
I OSLO

NOR-CAM

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RITMO Centre for Interdisciplinary Studies of Rhythm, Time and Motion

RDA, Göteborg, 20 March 2023

Music
Researcher



Lab and
Centre
Director

Research
Musician

Open
Research
Advocate



Expert Group on
Open Science
European University
Association



Åpen forskning \approx Open research

\neq

Åpen vitenskap \approx Open science

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graph LR; A[Application] --> B[Research]; B --> C[Result]; C --> D[Evaluation]
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Application

Research

Result

Evaluation

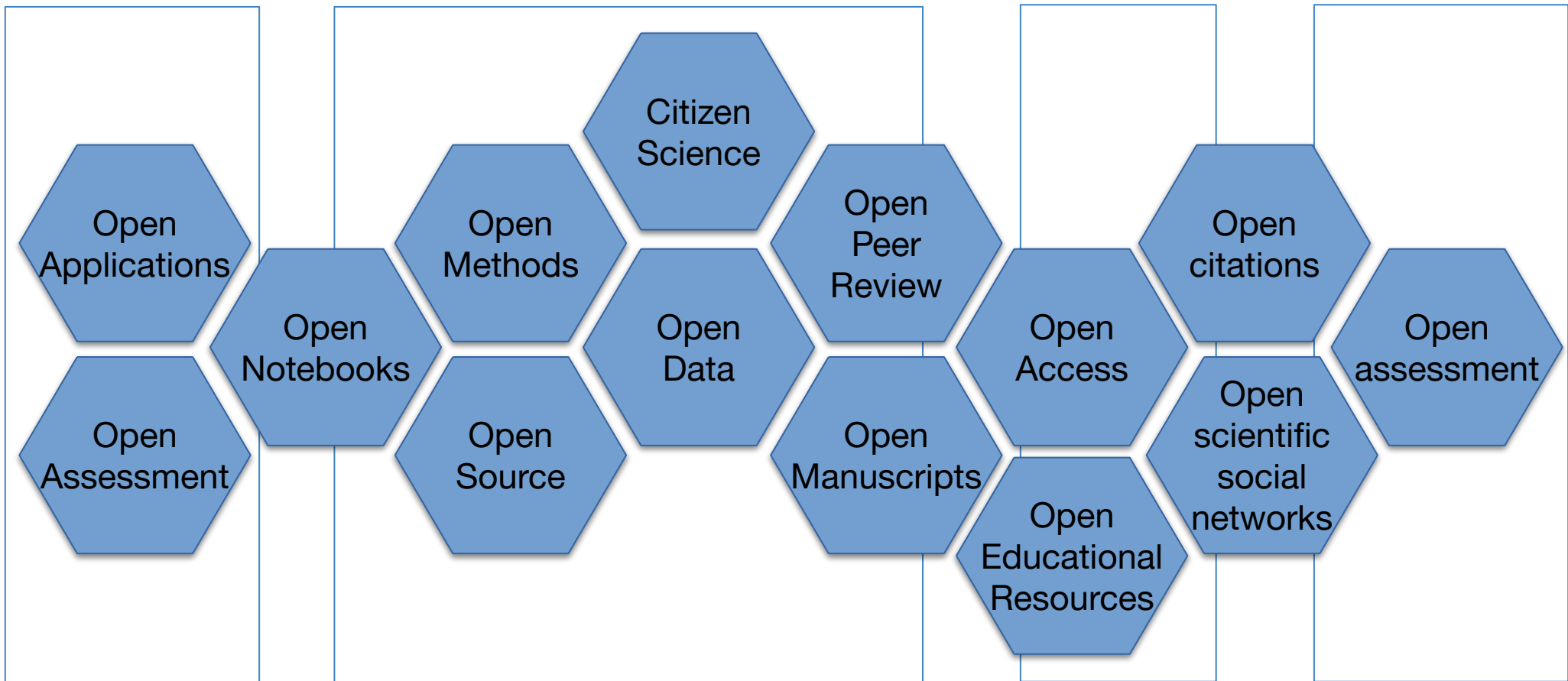
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graph LR; Application[Application] --> Research[Research]; Research --> Result[Result]; Result --> Evaluation[Evaluation];
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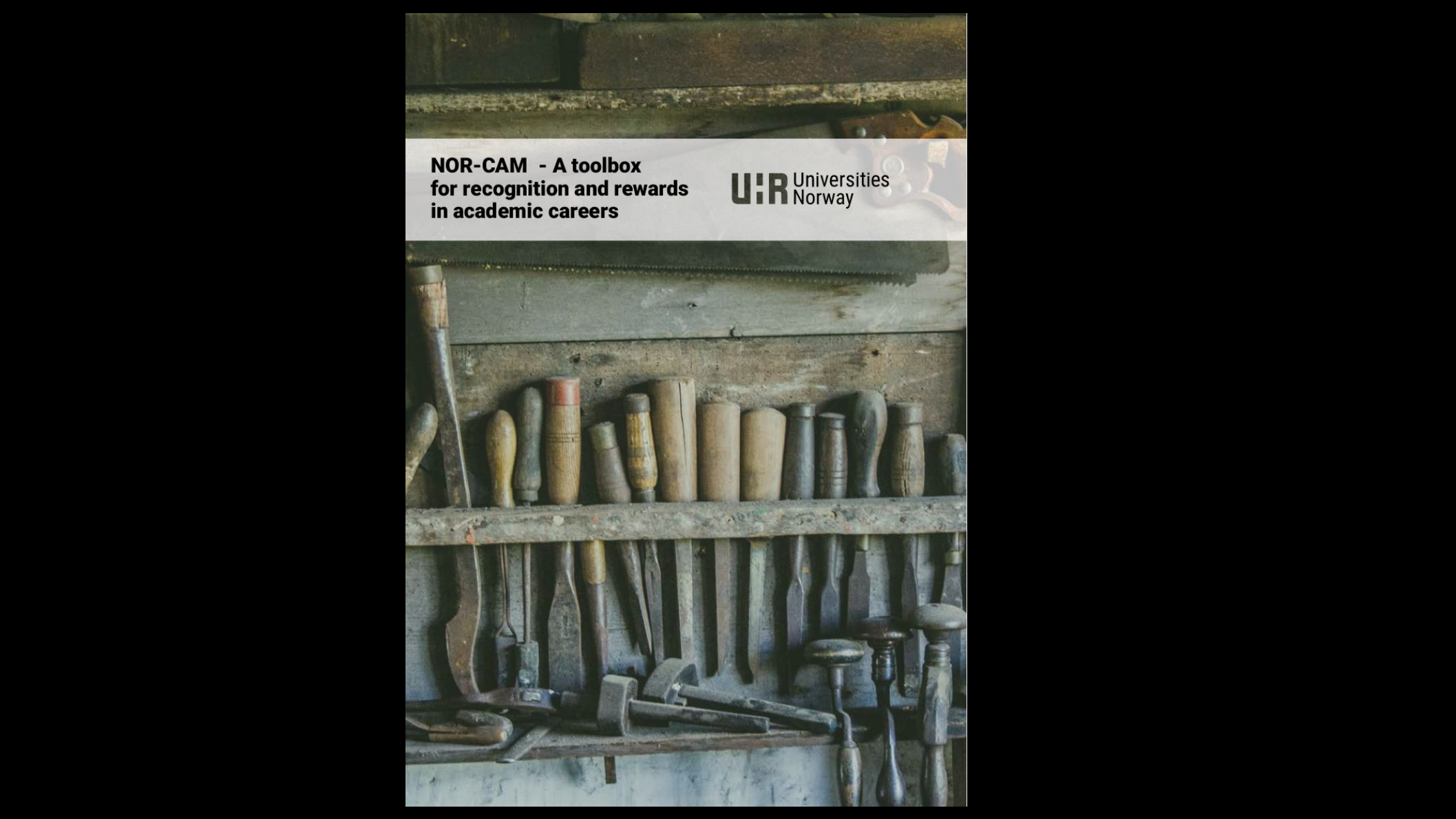
Application

Research

Result

Evaluation



A photograph of a workshop with various tools on shelves. The tools are arranged on wooden shelves against a dark background. The tools include a saw, a hammer, a chisel, and several other hand tools. The lighting is dramatic, highlighting the textures of the wood and metal.

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

U:R Universities
Norway



Evaluation of Research Careers fully acknowledging Open Science Practices

Rewards, Incentives and/or recognition for research practicing Open Science

Written by the Working Group on Rewards under Open Science
July - 2017

Research and
Innovation

Career Assessment in the Transition to Open Science

18 MAY 2020 | WORKSHOP
OSLO, NORWAY

Room for everyone's talent

towards a new balance in the recognition and rewards of academics

> Diversifying and vitalising career paths

We enable more diversity in career paths and profiles for academics.



> Achieving balance between individuals and the collective

We assess academics based on both their individual and their team performance.



> Focusing on quality

In our assessments of academic performance, we increasingly focus on quality, content and creativity.

> Stimulating open science

We encourage academics to share their research outcomes with society.



> Stimulating academic leadership

We stimulate good academic leadership at all levels.

The Open Science Career Assessment Matrix (OS-CAM)

| Open Science Career Assessment Matrix (OS-CAM) | |
|---|---|
| Open Science activities | Possible evaluation criteria |
| RESEARCH OUTPUT | |
| Research activity | Pushing forward the boundaries of open science as a research topic |
| Publications | Publishing in open access journals Self-archiving in open access repositories |
| Datasets and research results | Using the FAIR data principles Adopting quality standards in open data management and open datasets Making use of open data from other researchers |
| Open source | Using open source software and other open tools Developing new software and tools that are open to other users |
| Funding | Securing funding for open science activities |
| RESEARCH PROCESS | |
| Stakeholder engagement / citizen science | Actively engaging society and research users in the research process Sharing provisional research results with stakeholders through open platforms (e.g. Arxiv, Figshare) Involving stakeholders in peer review processes |
| Collaboration and Interdisciplinarity | Widening participation in research through open collaborative projects Engaging in team science through diverse cross-disciplinary teams |
| Research integrity | Being aware of the ethical and legal issues relating to data sharing, confidentiality, attribution and environmental impact of open science activities Fully recognizing the contribution of others in research projects, including collaborators, co-authors, citizens, open data providers |
| Risk management | Taking account of the risks involved in open science |
| SERVICE AND LEADERSHIP | |
| Leadership | Developing a vision and strategy on how to integrate OS practices in the normal practice of doing research Driving policy and practice in open science |

| | |
|--|--|
| Academic standing | |
| Peer review | |
| Networking | science |
| RESEARCH IMPACT | |
| Communication and Dissemination | Participating in public engagement activities Sharing research results through non-academic dissemination channels Translating research into a language suitable for public understanding |
| IP (patents, licenses) | Being knowledgeable on the legal and ethical issues relating to IPR Transferring IP to the wider economy |
| Societal impact | Evidence of use of research by societal groups Recognition from societal groups or for societal activities |
| Knowledge exchange | Engaging in open innovation with partners beyond academia |
| TEACHING AND SUPERVISION | |
| Teaching | Training other researchers in open science principles and methods Developing curricula and programs in open science methods, including open science data management Raising awareness and understanding in open science in undergraduate and masters' programs |
| Mentoring | Mentoring and encouraging others in developing their open science capabilities |
| Supervision | Supporting early stage researchers to adopt an open science approach |
| PROFESSIONAL EXPERIENCE | |
| Continuing professional development | Investing in own professional development to build open science capabilities |
| Project management | Successfully delivering open science projects involving diverse research teams |
| Personal qualities | Demonstrating the personal qualities to engage society and research users with open science Showing the flexibility and perseverance to respond to the challenges of conducting open science |

Six principles

- Measure quality and excellence through a better balance between quantitative and qualitative goals
- Recognise several competencies as merits but not in all areas at the same time or by each employee
- Assess all results, activities and competencies in the light of Open Science principles
- Practice transparency in the assessment and visibility of what should be recognised as merit
- Promote gender balance and diversity
- Assist in the concrete practice of job vacancy announcements and assessment processes locally

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 competences (examples) | 3. Documentation | 4. Reflection |
|----------------------------------|--|---|---|
| A. Research output | <ul style="list-style-type: none"> -Published works -Databases -Software -Methodologies -Artistic results -Research reports | CRIS systems 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 | <ul style="list-style-type: none"> - Leadership and participation in research groups -Working across disciplines - Research integrity/IRRI - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> - 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. |

1. Area of competence

A. Research output

2. Results and competencies (examples)

- Published works
- Datasets
- Software
- Methodologies
- Artistic results
- Research reports

3. Documentation

CRIS systems
(e.g. Cristin) and other
databases

4. Reflection

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/RRR
- 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

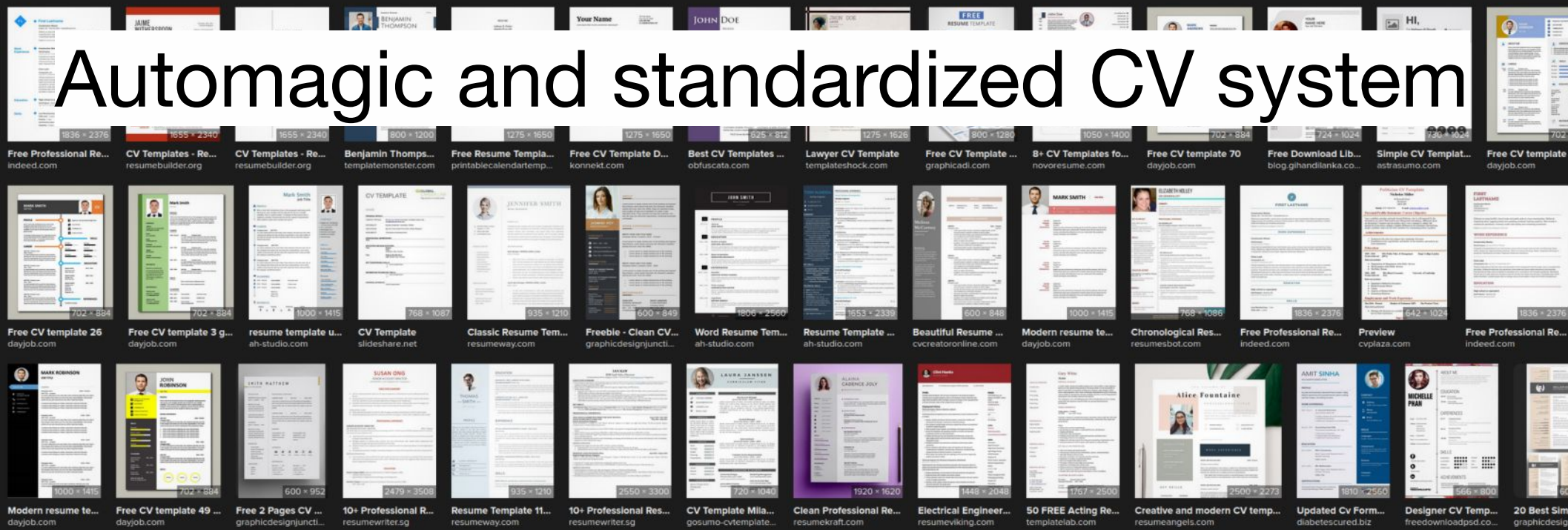
- Experience and competence from sectors outside academia.
- Courses and discipline-related development work.

CV system with links to source data.

Reflection on how these experiences contribute to the competence in general.

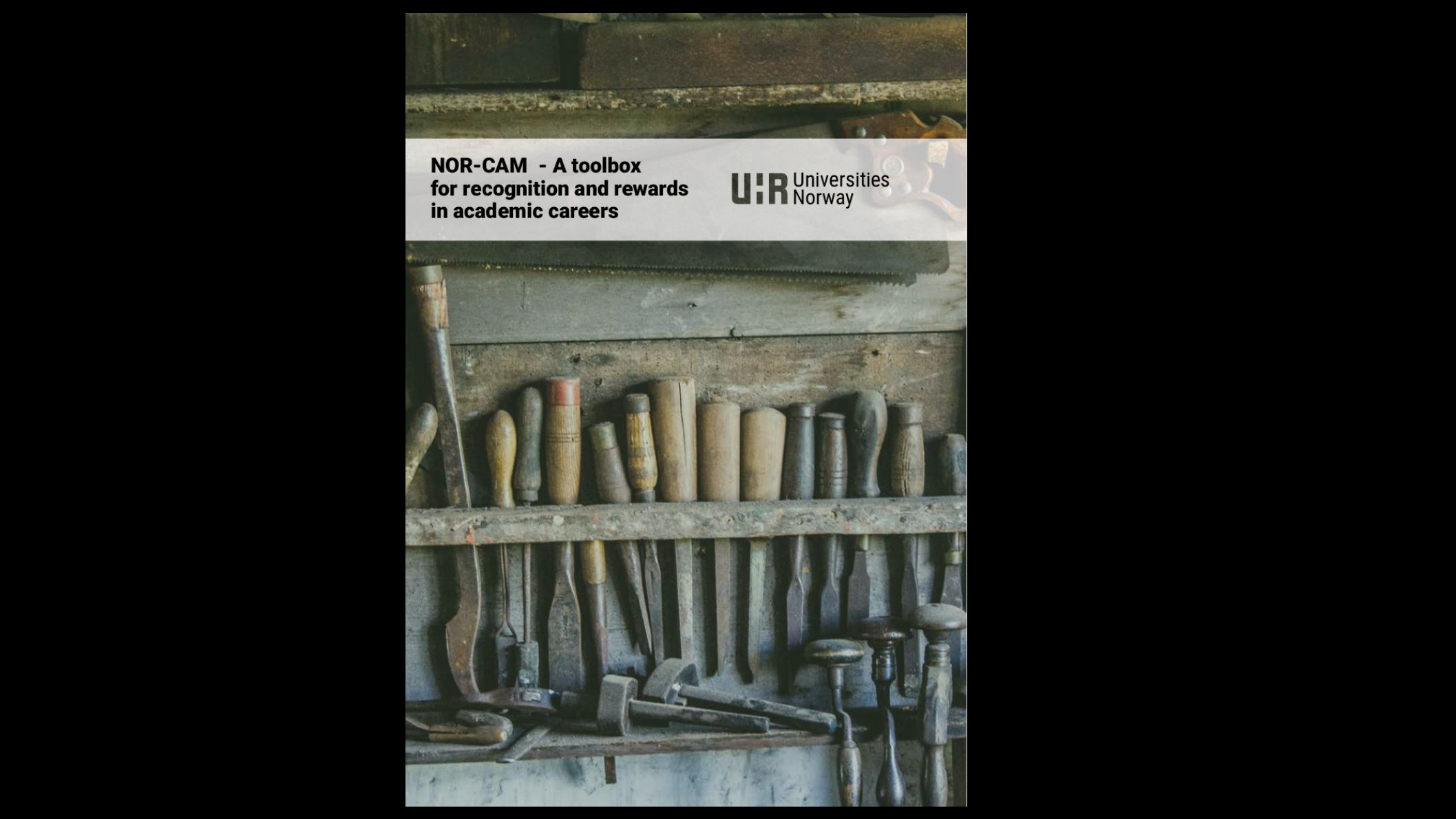


Automagic and standardized CV system



Automagic and standardized CV system

- User friendly
- Web based
- Retrieve data from different national and international systems
- Integrated with recruitment/assessment systems

A photograph of a workshop with various tools on shelves. The tools are arranged on wooden shelves against a wall. The tools include a saw, a hammer, a chisel, a mallet, and several other hand tools. The lighting is warm and the overall tone is rustic and professional.

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U:R Universities
Norway



AGREEMENT ON REFORMING RESEARCH ASSESSMENT

20 July 2022





EUROPEAN COMMISSION

SCIENCE
EUROPE

Shaping the future of research



eua

EUROPEAN
UNIVERSITY
ASSOCIATION

1. Recognise the diversity of contributions to, and careers in, research in accordance with the needs and nature of the research
2. Base research assessment primarily on qualitative evaluation for which peer review is central, supported by responsible use of quantitative indicators
3. Abandon inappropriate uses in research assessment of journal- and publication- based metrics, in particular inappropriate uses of Journal Impact Factor (JIF) and h-index
4. Avoid the use of rankings of research organisations in research assessment
5. Commit resources to reforming research assessment as is needed to achieve the organisational changes committed to
6. Review and develop research assessment criteria, tools and processes
7. Raise awareness of research assessment reform and provide transparent communication, guidance, and training on assessment criteria and processes as well as their use
8. Exchange practices and experiences to enable mutual learning within and beyond the Coalition
9. Communicate progress made on adherence to the Principles and implementation of the Commitments
10. Evaluate practices, criteria and tools based on solid evidence and the state-of- the-art in research on research, and make data openly available for evidence gathering and research

All

Academies, learned societies, and their associations, and associations of researchers

Austria

Belgium

Country/scope

Croatia

Czechia

Denmark

Europe

Finland

France

Germany

Global

Greece

Iceland

Ireland

Italy

Luxembourg

National/regional authorities or agencies that implement some form of research assessment and their associations

Netherlands

Norway

Other relevant non-for-profit organisations involved with research assessment, and their associations

Poland

Portugal

Public or private research funding organisations and their associations

Research centres, research infrastructures, and their associations

Romania

Spain

Sweden

Switzerland

Tunisia

Turkey

Ukraine

United Kingdom

Universities and their associations



Universities Norway

[website](#) →



The Research Council of
Norway

[website](#) →