ACT Matching Events

Summary report:

Matching Event on Careers

Gendered career consequences of Covid-19

DORA declaration and evaluating researchers' CVs

Difficult conversations on difficult topics

27th and 29th of October 2020

14:00-16:00 (Brussels time)

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Careers Matching Event – Agenda:

Tuesday, 14th of October 2020

14:00-16:00 (Brussels time)

10 mins	Welcome and Planning – Dr. Claartje Vinkenburg (Portia Ltd.)
Talks on "Covid-19" 45 mins	The impact of Covid-19 on academics: observations through a gender lens Dr. Meytal Eran Jona, Gender Diversity and Policy Advisor, Weizmann Institute of Science, Israel
	On measuring Covid-19 career consequences Dr. Ewa Krzaklewska and Dr. Marta Warat, Jagiellonian University, Krakow
	Compensating researchers for time to care in research funding Dr. Claartje Vinkenburg, Portia Ltd.
	On state of the art work-family measures Dr. Adrienne Hopkins, Oxford University and author of the recent LERU report on work-family measures
10 mins	Break
45 mins	Breakout rooms to brainstorm on solutions and ideas in regard to: • Compensating for Covid-19 in contract, tenure and promotion decisions • Supporting academics with care responsibilities in working from home • Surveying researchers on Covid-19's career and work/family consequences
10 mins	Wrap-up and summary

Thursday, 29th of October 2020

14:00-16:00 (Brussels time)

5 mins	Welcome and Planning – Claartje Vinkenburg (Portia Ltd.)
40 mins "Fireside talks"	DORA and reform of researcher evaluation Dr. Anna Hatch, American Society for Cell Biology and DORA Programme Director and Prof. Stephen Curry, Imperial College London and Chair of DORA
	Using a narrative career format Dr. Kasper Gossink-Melenhorst, Talent programme coordinator Social sciences and humanities at the Dutch Research Council
	Evaluating academics Dr. Nele Bracke, Policy advisor at Ghent University and Dr. Jasmien Van Daele, HR policy advisor for academic staff at Ghent University
10 mins	Break
55 mins	How to start and have difficult conversations: Group discussions on how to start and have difficult conversations addressing the following topics: • Sexual harassment • Data collection and monitoring • Intersectionality
10 mins	Wrap-up and summary

Day 1: Covid-19 and its gendered career consequences
Introduction

(Claartje Vinkenburg)

The last ERA priority that has been addressed in the Matching Events was the Careers priority with sessions on October 27th and 29th 2020. The first session was dedicated to learning about the gendered career consequences resulting from the Covid-19 pandemic, looking not only at the different possible consequences but also on how to measure these consequences and which compensation measures could be applied as well as on the state of the art work-family measures.

After a short introduction of the programme and the respective speakers, reference has been given to the facilitation of the different breakout sessions, the programme started with a presentation by Meytal Eran Jona on possible career consequences of Covid-19.

The impact of Covid-19 on academics: observations through a gender lens

(Meytal Eran Jona)

The first aspect was addressed by Meytal Eran Jona, Weizmann Institute of Science and GENERA CoP member, giving an overview over possible career consequences of Covid-19 on women preliminary but also career academics in general as well.

It is well known, that Covid-19 has disrupted health, education and work systems everywhere as people often have to balance work, family and personal care routines. In addition to that, people need to deal with feelings of uncertainty and anxiety, wondering about how they can/ should make everything work. Scientists and staff at universities are expressing concerns about how and if they are able to provide instructional academic and emotional support to students, adapt to online teaching and, at the same time, keep up their own academic work and research, such as publications, while having care responsibilities at the same time. The challenges Covid-19 presents are very distinct, but it is widening individual and institutional inequality. Due to the pandemic, scientists and faculty staff face multiple challenges: on the individual as well as on an organisational level.

Challenges for academics: at the individual level

- Studies show an increase of mental distress (anxiety, depression, fear, stress…); lack of community support
- Delays in research: Researchers depending on labs and resources are particularly affected
- Especially for parents with young children at home it is difficult to meet the different requirements of teaching, research and administrative tasks
- The same applies to when people have responsibilities for older/ sick family members/ people
- Staff belonging to risk groups are limited in their ability to continue working
- Precarious contracts and work insecurity especially for people without a permanent contract

Challenges for academics: at the interface with the organisation:

- Managing a team during a global crisis is a challenge as well as organising work in these uncertain times especially when facing access constraints
- Regarding infrastructure: Due to the pandemic the building of new laboratories or buying new supply can be delayed
- Online teaching and learning present challenges and new skills are required in no time
- Due to travel restrictions, international collaborations cannot continue their work as planned and research stagnates

It is evident, that women and men face those challenges at the same time. More and more research show, however, that consequences of Covid-19 hit female scientist harder than male scientists. In relation to **work-life-balance**, research shows that the respective gender imbalance at home intensifies the difficulties for women as they have more care responsibilities and less time for work, especially with children under the age of 12. Another important aspect is in regard to **networking**: Research groups, that emerged around Covid-19 lack gender diversity. Closely related to the gender imbalance at home is that women participate less in seminars and conferences than men, which results in having less access to the latest

knowledge in the field. Furthermore, the number of female applications for new research grants have lowered due to the lack of time as well as the submissions of articles by women. Additionally, research shows that job insecurity and precarious contracts (in STEM) are more of a problem for women (more short-term contracts), as well as barriers to entry, retention and promotion (most affected are Postdocs).

It was shown that there is a lot of evidence which indicates that the pandemic has already created cumulative disadvantages for women academics and organisations for which we now need to find creative solutions and to promote policies and tools that will stop the progression of gender imbalance especially now during the pandemic.

On measuring Covid-19 consequences
(Ewa Krzaklewska and Marta Warat)

First results and reflections have been shared on the research that has been conducted withing the ACT project. Within the scope of the Gender Equality Audit and Monitoring (GEAM) survey, consequences of the Covid-19 pandemic have been examined.

The GEAM survey serves as a gender equality audit in academic organisations or organisational units. It has been based on the Athena Survey of Science, Engineering and Technology (ASSET) and other existing measurement scales. The tool has been updated in order to bring new insights and data on gender equality in academic organisations. The survey addresses different thematic areas, such as socio-demographics; working conditions; stereotypes, prejudices and bias; organisational culture and climate and interpersonal behaviours and experiences. It consists of a core questionnaire and selectable additional parts. The GEAM tool has not only been applied at Jagiellonian University but also other member institutions of the GEinCEE (Gender Equality in Central and Eastern Europe) Community of Practice (CoP). In the period of June 15th 2020 and July 10th 2020, 486 questionnaires have been completed with the aim to get insights on the conditions and safety of work at universities and career-related experiences as well as work-life-balance. They decided to add additional modules, including one on the Covid-19 impact.

The design of the questionnaire regarding the impact of Covid-19, four dimensions have been included: Psychological strain dimension, dimension of support (positive), academic work impact and impact of care duties. Questions in this section related, for example, to the working conditions at home, the support received from family/ friends/ the institution, the impact on conducting research or the psychological wellbeing, with a scale from strongly agree to strongly disagree to answer these questions.

Dimensions
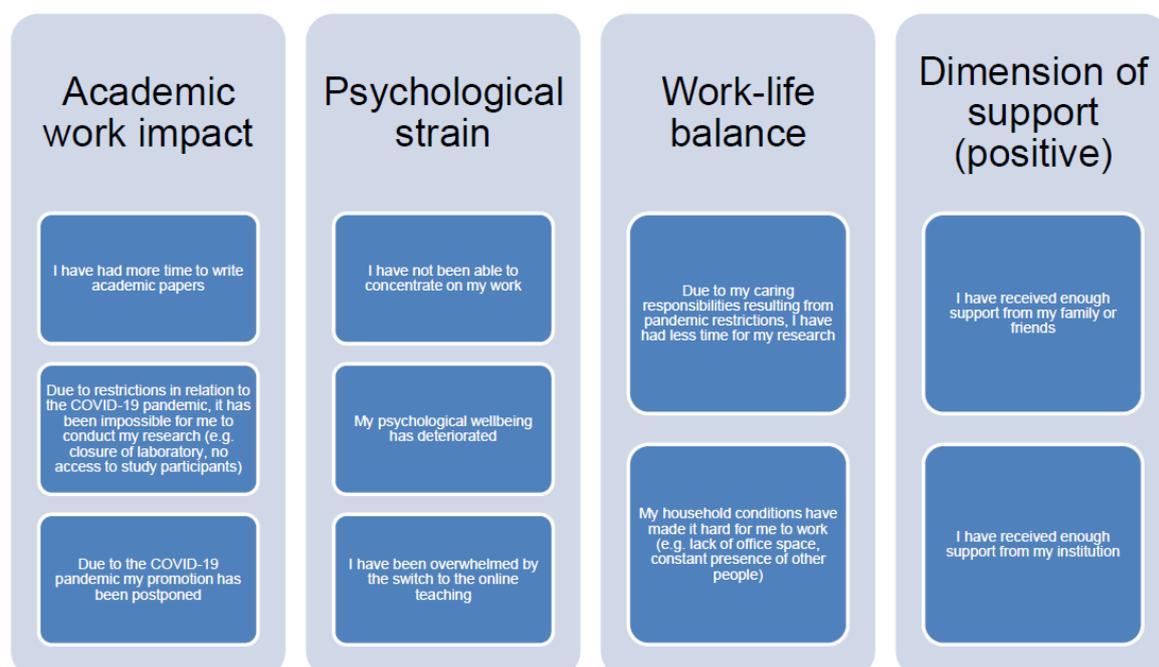
The preliminary results of the analysis from the Jagiellonian University showed that the pandemic has a strong impact on the psychological wellbeing of employees (academic, technical and administrative staff) and the ability to concentrate on work, which has been indicated by more than half. Regarding the support dimension, the survey indicated that institutional support is insufficient and most of the support is informal (friends, family). Some aspects have been reported more often negative from academic staff than other worker categories, such as regarding wellbeing and psychological aspects, the insufficient support from the institution as well as the working conditions (working from home). Other aspects that are of interest is the negative impact on research and teaching activities, more strain from research work than teaching and that the majority has not enough time for writing articles or conducting research.

When looking at the working conditions from a gender perspective, it should be emphasised that when researching the intersection of gender, family status and the position at the university, there are big differences. In line with other research, they found that women declare more often that the pandemic has negative consequences on their research, academic activities and promotion (e.g., promotion delayed due to the pandemic). Men as well declared, that working from home is problematic in regard to their research due to the lack of time. One explanation for this might be having care duties, on the other hand academics without children also reported problems when conducting research. Parents-academics furthermore declared that they do not have enough time to write articles and for their academic work. Additionally, women stated that they have less time for research due to the pandemic at that working from home is a burden, particularly when having children.

Compensating researchers (for time to care in research funding)

(Claartje Vinkenburg)

After we have seen not only the possible gendered career consequences but also how to measure them, the question 'what to do now?' comes to mind. This question was addressed by Claartje Vinkenburg, Portia LTD and leader of the ERA priority group 'Careers', talking about how to compensate researchers when they apply for research funding/ have research funding for their time spent on care based on work done mainly for research funders. The overview given presented three common compensation measures for researches when they apply for research funding or when they have research funding. This can also be translated to academic or performance evaluation. It is basically addressing how to compensate for time to care (not only including care responsibilities but also self-care). The three typical ways in which funders compensate are (1) Extension, (2) Adaptation and (3) Supplementation:

- '**Extension**', a fairly common instrument, with the risk however, of a backlog of activities, when moving conferences, deadlines or research activities. Example of the European Research Council (ERC) and the extensions of the eligibility window possible for the Starting Grant (StG) and the Consolidator Grant (CoG) for documented situations of:
  - Maternity (18 months per child)
  - Paternity (effective time taken off)
  - Military service
  - Medical speciality training
  - Long-term illness
- '**Supplementation**' refers to (mostly) monetary support, e.g. for childcare. The question here is if that means that in the end one is getting even or really getting help?
- '**Adaptation of criteria**' which is rather rare and controversial. The assumption here is that there are certain expectations toward researchers (e.g. number of publications), which will be lowered because of care responsibilities. Australian universities have an approach called 'Achievement Relative to Opportunity (AR20)' taking only productive months into account.

Towards the end, two inspiring examples have been shared. One of them was a Tweet by Curt Rice, dean of OsloMet who said in May 2020 at the end of the first lockdown, that women should return to work before men due to the inequal numbers of submitted articles between women and men and based on knowing that house and family work affects women disproportionately. The second example was from the European Molecular Biology Laboratory (EMBL), presented by Genevieve Almouzni, showing that women have found work to be more challenging and presenting an action called the 'roving researcher' which is somebody who doesn't have children and who can go into the lab and catch up your work for you, which is yet another interesting way to think about this.

Resources:

https://www.arc.gov.au/grants/grant-administration/arc-response-covid-19/arc-pre-award-guidance-preparing-applications-responding-impact-covid-19?s=03

On state of the art work-family measures
(Adrienne Hopkins)

When asking people what is it that is causing the leaky pipeline, people always referred to maternity leave and the decision to start a family, but didn't know what exactly it is that is so problematic about this. The question that emerged from that was if some of the issues only apply to the UK context or if it is a broader issue across academia. Regarding some aspects, the UK is unique, e.g. regarding what the government or the employer pays for maternity leave, with the employers paying a big share. Nonetheless, there are a lot of communalities in different EU-countries.

Why is family leave so problematic? In this regard, four factors have been identified:

1) Different attitudes toward women as men as carers
- Women described the idea of going on maternity leave as stressful
- Stereotypes need to be avoided about women as carers
- Promoting men as carers within the institution, to normalise
- Promoting good examples of people who have successfully combined career and family
- Providing mentoring and peer support mechanisms

2) Management handling family leave
- Family leave is often managed badly (not always intentionally)
- Rules for family leave are fairly complicated
- Universities can do a lot to support managers so that they have access to training and to make sure everyone is provided with guidance and support

3) Impact on research
- One issue is the uncertainty regarding to what happens with the research and if people will be able to deliver to deadlines as well as the impact on the wider research groups
- Not a lot of universities have systematically tried to find solutions for these issues, e.g., by hiring a replacement, or extending contracts

4) Impact on individual careers
- Readjusting to the workplace after being out for some time
- Change in research happens really fast, so it's difficult keeping up
- Loss of visibility
- Not being able to attend (as many) conferences
- Less publications

What to do now? There are already some examples of universities trying to mitigate these impacts. The practical steps, that can be taken are important but the signals institutions give, are even more important.

How can that be linked to the Covid-19 situation? It is not clear yet, how that will look like, but the situation now can be a tremendous opportunity as men experience the double burden now more than ever. This might bring change. The hope is to be able to capitalise on and build on the experiences people have made during the pandemic to shift the dialogue.

Q&A; thoughts

1. Academia lacks that the risk assessment of the consequences of Covid-19 needs to be gender sensitive and not only about male/ female but also about ethnicity etc.:
2. Reflection: Potential mitigating factors: Regarding the high-speed culture of academia the question is, if everyone needs to adapt to it, or if there maybe is a way out and to change the culture of academia? Due to Covid-19 we have a leverage to do something about how we think in terms of productivity.
3. We have short term reactions that are really needed now, because we can already see that numbers of women applying for research grants are already decreasing, so short-term solutions are needed to support women. But in the long run as well, we have to deal with the consequences that women publish less, get less third-party funding etc. So, what we would need are two different approaches.
4. Conscious/ unconscious move not to hire women to avoid dealing with maternity leave will become pounded by Covid-19, so that this bias might even grow without us noticing it for a couple of years until we look at the data and the recruitment processes and the impact Covid-19 has had on that.

Breakout sessions

The input provided by the presenters were taken into small breakout sessions after the break to discuss the different topics further. The different breakout sessions brainstormed on (1) how to compensate for Covid-19 in contract, tenure and promotion decisions, (2) how to support academics with care responsibilities in working from home and (3) how to survey researchers on Covid-19's career and work/ family consequences. Two of the groups have been working in Mural, using the DAKI (Drop, Add, Keep, Improve) activity, which fosters interactive collaborations and results in nice visual graphics.

Breakout 1: How to compensate for Covid-19 in contract, tenure and promotion decisions:

DAKI retrospective

Use this template when you want to capture team / stakeholder insights and feedback

Reflect with team or stakeholders on how things are going and what needs to change
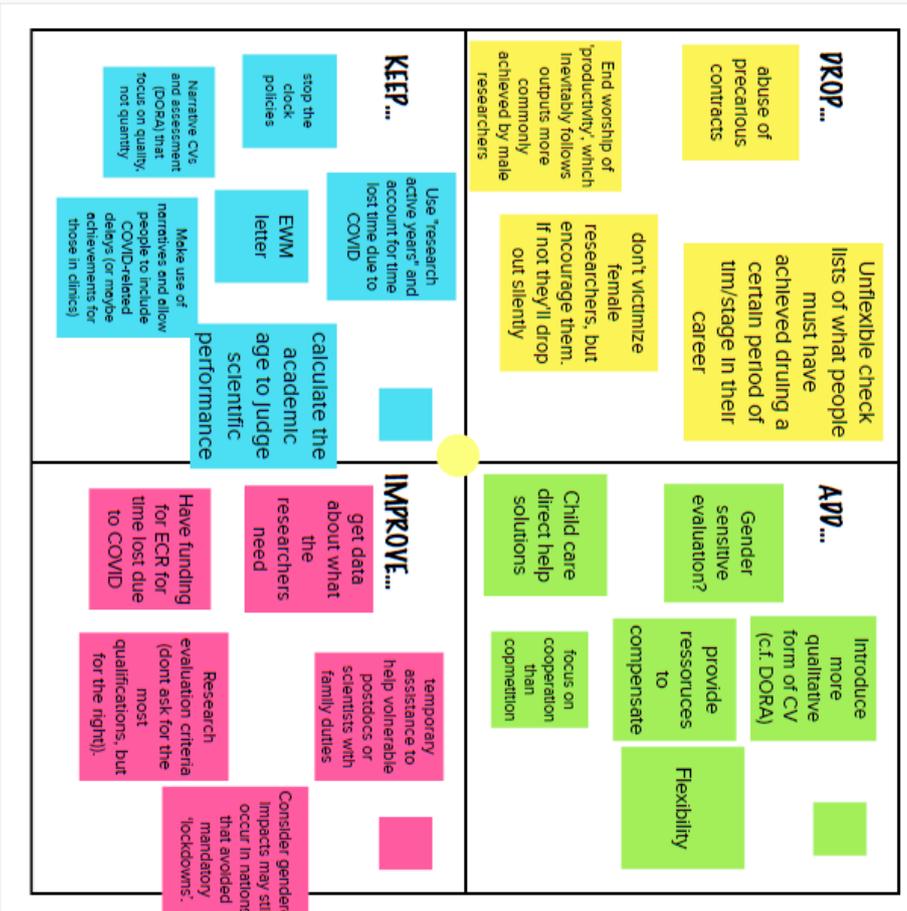
Feedback parking lot

There are lots of questions - many unknowns

Breakout 1: Compensating for covid-19 in contract, tenure and promotion decisions

Please post sticky notes with..... a) practice or policy examples from your own or other organizations, and b) whether you would like to drop / add / keep / improve these examples?

DAKI wall

DROP...

abuse of precarious contracts

End worship of 'productivity', which inevitably follows outputs more commonly achieved by male researchers

don't victimize female researchers, but encourage them. If not they'll drop out silently

Unflexible check lists of what people must have achieved druing a certain period of tim/stage in their career

ADD...

Gender sensitive evaluation?

Introduce more qualitative form of CV (c.f. DORA)

Child care direct help solutions

provide ressoruces to compensate

focus on cooperation than copmetition

Flexibility

KEEP...

stop the clock policies

Narrative CVs and assessment (DORA) that focus on quality, not quantity

EWM letter

Make use of narratives and allow people to include COVID-related delays (or maybe achievements for those in clinics)

Use "research active years" and account for time lost time due to COVID

calculate the academic age to judge scientific performance

IMPROVE...

get data about what the researchers need

Have funding for ECR for time lost due to COVID

temporary assistance to help vulnerable postdocs or scientists with family duties

Research evaluation criteria (dont ask for the most qualifications, but for the right)).

Consider gendered impacts may still occur in nations that avoided mandatory 'lockdowns'.

Aspects that emerged from that discussion are how to account for the loss of productivity during the pandemic in the assessment process. Could we account for research active years or applying a more qualitative instead of quantitative type of assessment (e.g. DORA type CVs). There is a parallel between the pandemic that we know very little about and how can we compensate for influences on our careers and how we can deal with it.

Breakout 2: Supporting academics with care responsibilities in working from home during Covid-19:

DAKI retrospective

Use this template when you want to capture team / stakeholder insights and feedback

Feedback parking lot

Reflect with team or stakeholders on how things are going and what needs to change

Breakout 2: Supporting academics with care responsibilities in working from home during covid-19

Please post sticky notes with.....
a) practice or policy examples from your own or other organizations, and b) whether you would like to drop / add / keep / improve these examples?

DAKI wall

DROP...

Drop out of rankings and excellence frameworks...

All kinds of faulty metrics

The rhetoric that this is a great time to finally finish those papers/monographs

Remove the Keeping In Touch (KIT) Days

Considering caring to be an 'equality issue' when we're talking about workload issues!

KEEP...

Additional resourcing to support transition to online teaching

Keep the EDI roles - especially at VP level

In my institution: Dropping the research impact/output requirement from the next Appraisal/PDP

Grant prolongation in case of family leave for all funding schemes

Adjust promotions / probation criteria to allow for impact of caring - but on an opt-in basis

Messaging that it's OK to be doing the best you can

Significant IT support and support for designing online sessions

IMPROVE...

4 day working week :)O

Flexible deadlines

Offer specific COVID-19 support grants

Offer additional funding to support staff before, during and after parental leave

Improve IT support and caring

Improve communication on currently available measures, encourage men to take family leave

Promote life/care activities across all staff, encourage men to 'care' more

Promote slow scholarship

Link to the book: https://utorontopress.com/ua/the-slow-professor-3

Analysis of (potential) equality impacts of new policies and processes

Rebuilding Research Momentum Fund - in place but needs monitoring/ adjustment

ADD...

Shorter working week/day-for same pay and same outputs

Drop the promotions process and introduce small incremental salary increment. Reward maternity and carers leave with an increased increment. Signals support for this activity and no disadvantage. Change attitude in the long term maybe/hopefully

Set up survey to detect where the problems are

Improve how funders view communication and support maternity leave for researchers

This will be controversial. Cap the number of articles counted for promotion. It could help with balancing the caring duties?

Cap n of papers considered for promotion etc to no more than e.g. one per year

Online teaching support

Ask for narrative style CVs that focus on career breaks, reasons and personal achievements

reduce pressure on reviewers in the publication process

trainings for teaching staff just entering university

Provide a protected research period for the equivalent time that someone was on maternity/carers leave

The support for academics with care responsibilities in working from home has been discussed by a second group, which resulted in a fruitful discussion on practices to drop and keep. They would for example drop the rhetoric to use the pandemic to finish the papers you always wanted by senior management which doesn't resemble with reality. The significant IT support by institutions on the other hand was an action that should be continued as well as supporting us to move to online teaching and adjusting promotion and probation criteria to allow for impact of caring on an opt-in basis. This group also talked about promoting slow scholarship and how speeding up the clock in academia has caused a lot of stress when it comes to teaching and research and how it would help to rethink that.

Breakout 3: Surveying researchers on Covid-19's consequences:

DAKI retrospective

Use this template when you want to capture team / stakeholder insights and feedback

Reflect with team or stakeholders on how things are going and what needs to change

Feedback parking lot

Breakout 3: Surveying researchers on covid-19's consequences

Please post sticky notes with.....
a) practice or policy examples from your own or other organizations, and b) whether you would like to drop / add / keep / improve these examples?

DAKI wall

DROP...

Questions about specific tasks asked to all participants / different categories of employees

KEEP...

institutional support - to what extent institutions are prepared, provide support, workshops on technical programmes - important to include questions not only on research, teaching but also about technical support

gender lenses, esp. in times of crisis management

time-sensitive research, attention paid to context (time, spatial when conducting research and analysis

differentiate between various positions/people working on different context

ADD...

look at space (offline-work/home and online) and the gender dynamics

addressing academic / working / meeting culture (e.g how to organize a constructive meeting)

culture of online meetings: how to use them for programmes, how to evaluate, how to prepare, etc. due to meetings

adjusting research to the situation about students (e.g family situation, position in the organizations)

add questions about tasks evident issues, which are not broadly discussed, people might not be aware of or do not assist them with COVID-19, make things like discussing research / informal connections that lead to find results visible

question on physical health

IMPROVE...

who will use the research? Managers? Researchers? adjust research and recommendation to audience

how to use information from research to provide change, to prepare for another crisis, what the institutions could do better next time - questions on recommendation (but also what went well)

The third group talked about surveying researchers on Covid-19's career and work/family consequences, which e.g. resulted in recommendations to also include questions regarding the virtual meeting culture or physical health and to be time sensitive as well as to look at the institutional support when conducting research on Covid-19. Another aspect to include would be the question of space in regard to working from home and the blurry boundaries that come along with that. Furthermore, they talked about different aspects of how Covid-19 impacts our lives and academic work and how we can translate our experiences into research. Finally, they also discussed who should benefit from this research and who it is addressed to.

Day 2: Fireside talks on the DORA declaration and evaluating researchers' CVs & how to start and have difficult conversations

DORA and reform of researcher evaluation
(Anna Hatch and Stephen Curry)

This part of the session started with a brief introduction to DORA and the theme of the Fireside chat. The starting point for DORA was thinking about researcher evaluation and thinking about that because it is an activity that is in need of reform.

What is the DORA declaration? Beyond being critical of the widespread misuse of the general impact factor (which is a quantitative metric), but the declaration is framed more positively and DORA provides 17 positive recommendations for different stakeholders (e.g. funders and institutions). For example: For institutions that means for example to be explicit about the used criteria and to put emphasis on the scientific content of a paper rather than on metrics (thinking rather qualitative than quantitative). The DORA declaration launched in 2013 and over 2000 organisations have signed up and commit to the principles of the declaration. DORA as an organisation is acting proactive to recruit more signatories, extend the global and disciplinary (DORA emerged from the sciences, but these issues affect all academic disciplines) impact of DORA as well as to develop and promote best practice in research assessment (min focus at the moment). Beyond those recommendations, DORA is building a community thinking about the issue and then to help the community to develop and promote best practices. Evaluating researchers goes beyond looking at the number of publications and focusing on content as well as to include other aspects such as contribution to society.

In an article published related to joint meeting of DORA with Howard Hughes Medical Institute (HHMI) articulates a framework for action:
- Understanding the obstacles to changes in the way research is assessed, understanding your institutional culture
- DORA encourages institutions to experiment with different approaches
- Create a shared vision when revising policies and practices, to bring all the stakeholders of all levels together in order to facilitate change
- Communicate that vision on campus and beyond

One key tool of DORA is creating a narrative CV, structured in a way that is similar for all candidates which facilitates comparison even though the data is largely qualitative. It focuses on real achievements instead of proxies and those achievements can be defined by the organisation. The CV format also values activities like mentoring and education or real-world impact that goes far beyond publications or grant applications.

Furthermore, DORA helps creating other tools and information or educational resources (onepagers) on common myths about evaluation or unintended cognitive and systems bias.

The information on common myths aims at people stopping and thinking about the tools we are using to assess research and if they make the most sense in the context in which we are using them. The document furthermore provides five design principles to help institutions to experiment with new policies and practices. If DORA encourages institutions to experiment, they also want to support them throughout this process by providing information. DORA is now developing a framework that helps institutions to analyse the outcomes of such experiments and policy interventions to improve assessment. The other document on unintended cognitive and systems biases, in which seven unintended cognitive biases have been identified that can influence the assessment and specifically pointed out how they can come up in personal

decision-making. Based on that they identified four infrastructural implications of these biases, such as starting to gage value by association rather than bare it. DORA then provides strategies to help institutions to address these challenges.

Using a narrative career format
(Kasper Gossink-Melenhorst)

Why did the Dutch research council (NWO) change their CV format? The starting point was application pressure (people spend a large amount of time on writing applications) and they aimed at changing that. CVs so far, play a very big role, because it's the basis for the first selection round. Important thoughts in regard to CVs is that they should measure what they want it to measure and there isn't a perfect researcher (ideal type researcher). CVs should measure varying qualities and should be as free from bias as possible. One aspect here would be the total number of publications, which they excluded as this is a biased measure. The process of changing the CV structure included a literature review, a stakeholder survey, links to policies (DORA, Diversity and inclusion, Recognition and reward etc.) as well as pilot phases in 2019 and 2020 resulting in a narrative CV standard in Talent Programme.

How does the changed CV look like? It now consists of two sections: (1) The academic profile: Who are you as a researcher? (comprehensive narrative of academic achievements, research focus, research agenda, motivation etc.) and (2) Key outputs: References to key outputs with an explained motivation for the selection. Both sections are limited with a maximum number of words.
If the CV at NWO plays a role there should be space for content, context and explanation (in application and assessment), a focus on the essence (what is it that shows the quality of an applicant), an increased visibility of Open Science/ Open Access where it counts as well as quality indicators that meet two conditions: 1. It has to be explained why a specific indicator has been chosen and what it says about the quality about you as a researcher or your research and 2. Must it only relate to the output item you put it with (e.g. the citation score of an article but NOT talking about the reputation of the journal etc.).

The results of the work they have done so far have been evaluated and in large parts there haven't been big shifts in chances for female/ male applicants, which sounds bad at first but when taking a closer look, it can be seen that female applicants have performed slightly better. Furthermore, an increase in agreement between external referees has been observed even though there is no scientific explanation for this yet. The internal qualitative assessment showed a higher number of people with non-traditional career paths getting a grant.
Conducted surveys showed that most people at NWO appreciate the change of the CV format and think it is an improvement compared with the traditional CV.

Evaluation and career progression model for professorial staff
(Nele Bracke and Jasmien Van Daele)

The model at Ghent university was inspired by texts and documents like the [Leiden manifesto](#) and DORA. The wider landscape has also been taken into account accompanied by balancing own principles and the impact of on chances to receive external funding. All the efforts regarding researcher evaluation are a co-creation together with the local research community. Based on the landscape, the documents and the employees at Ghent university led to a number of policies and practices of which the evaluation and career progression model is probably the best known.

What are the features of the model? The model for professorial staff (starting at tenure track level).

- It is not a quantitative model anymore (has been replaced by a qualitative approach focusing on conversation with the researchers).
- The evaluation cycle of five years starts with written texts of the applicants on their vision and ambition for the upcoming time as an academic (not only as a researcher, including teaching, societal engagement, leadership etc.), their personal vision and includes as well what the team/ research unit needs and where the applicant fits in. After a couple of years, people are being evaluated and explain in a narrative way what they have achieved and what they are proud of.
- Each professor at Ghent University has a HR committee with people from their own discipline, head of the department and a HR expert. This committee is responsible for the follow-up.

What is the end goal? Aiming for evaluation instruments at all levels and evaluation systems that are in line with what the university stands for:

- High quality research
- Stimulating risk-taking when people design research programs
- Research integrity/ ethics
- Diversity in research
- Giving back trust
- Diverse career paths
- Talent oriented

Q&A:

Q: When talking about recruitment, a lot of times candidates get hired that have higher chances to receive additional funding (e.g. European funding). This seems to become an eligibility criterion to get hired in research. When thinking about changing the system the fear would be really high, that the candidates are very talented but maybe they will not get the needed funding. How can all stakeholder get moving at the same time, how and where to start?

A: Ghent University was the first one to move towards change. Others are starting to change evaluation and recruitment procedures in more narrative and qualitative directions. To make change it is not always helpful to wait for the rest to join because then chances are that nothing changes. It is helpful to see examples in other countries to stimulate change.

It would be concerning if getting a grant would become a selection criterion although clearly it is a sign of quality.

From a funder's perspective: Main problem is that funding decisions affect people's careers that much. It should also be distinguished between the assessment at the university and the assessment at a funding agency.

How to start and to have difficult conversations:

This topic was split into three sub-topics, that have been discussed in breakout sessions. These breakout sessions on day 2 of the Careers event aimed at discussing how to start and to have difficult conversations on (1) sexual harassment and bullying, (2) data collection and monitoring as well as (3) intersectionality. The groups have been working within an Importance/Difficulty matrix in Mural and presented their discussion results afterwards.

Breakout session 1: How to start and have difficult conversations on sexual harassment and bullying?

This group defined a couple of clusters of measures:

1.) Find alliances, such as student associations, unions, administrative staff, researchers), organise focus groups to engage and analyse what is happening and to set up a discussion on public political level so problems are institutional and not personal problems.
2.) Use drama, use storytelling to raise awareness for such issues and to make difficult conversations easy.
3.) Conduct surveys, collect data in the phenomenon to make all forms of sexual harassment visible.
4.) Involve senior leadership management because nothing is going to change without them on board.

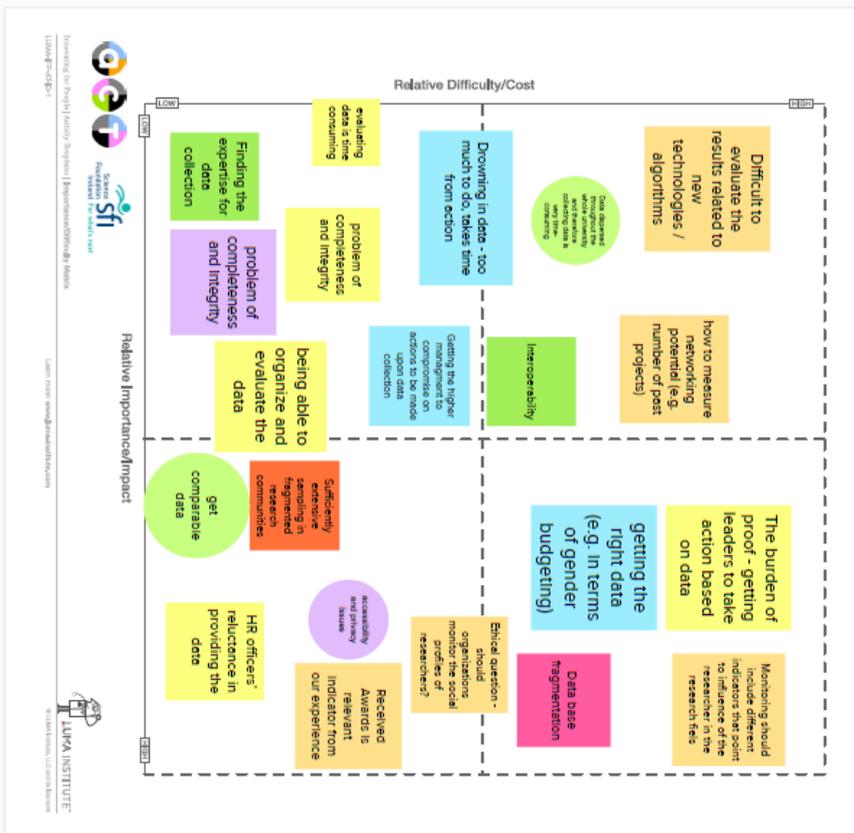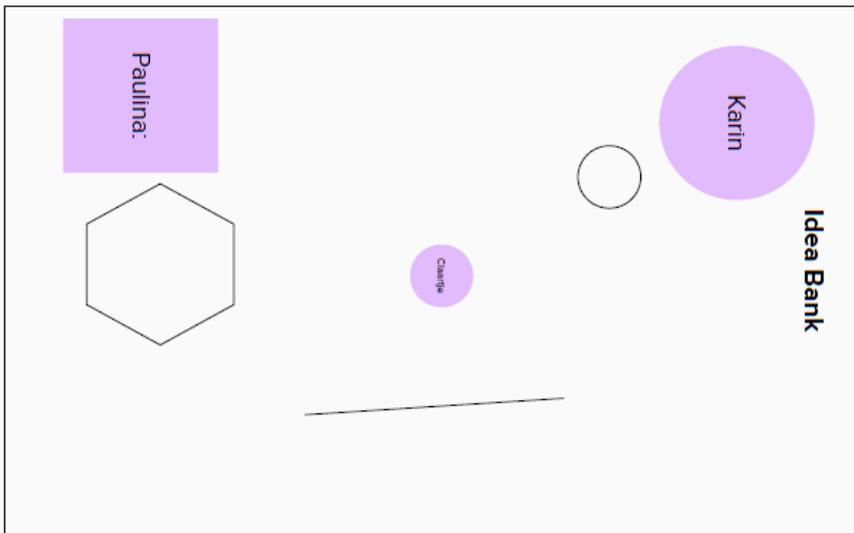Breakout session 2: Data collection and monitoring:

Importance/Difficulty Matrix

Use this when you want to establish priorities and define next steps that are both impactful and feasible.

1 Collect your ideas in one place

Idea Bank

Paulina:

Karin

Claartje

2 Find clear next steps

Please add and post sticky notes with experiences of starting and having difficult conversations and "map" these in terms of difficulty and impact / importance

Relative Difficulty/Cost

LOW — HIGH

Relative Importance/Impact

- evaluating data is time consuming
- Finding the expertise for data collection
- problem of completeness and integrity
- problem of completeness and integrity
- being able to organize and evaluate the data
- Drowning in data - too much to do, takes time from action
- Getting the higher management to compromise on actions to be made upon data collection
- Data dispersed throughout the whole university and therefore collecting data is very time-consuming
- Difficult to evaluate the results related to new technologies / algorithms
- Interoperability
- how to measure networking potential (e.g. number of past projects)
- get comparable data
- Sufficiently extensive sampling in fragmented research communities
- accessibility and privacy issues
- HR officers' reluctance in providing the data
- Received Awards is relevant indicator from our experience
- Ethical question - organizations should monitor the social profiles of researchers?
- Data base fragmentation
- getting the right data (e.g. in terms of gender budgeting)
- The burden of proof - getting leaders to take action based on data
- Monitoring should include different indicators that point to influence of the researcher in the research field

The group's discussion also touched on other issues, such as intersectionality. They have been discussing

- Which categories to use, what is salient and how it is different across different regions in Europe
- The importance of building relationships with people who have the data based on trust and understanding of concerns for privacy and data sharing but showing at the same

time that you need their help/ expertise in convincing senior leadership on the basis of data
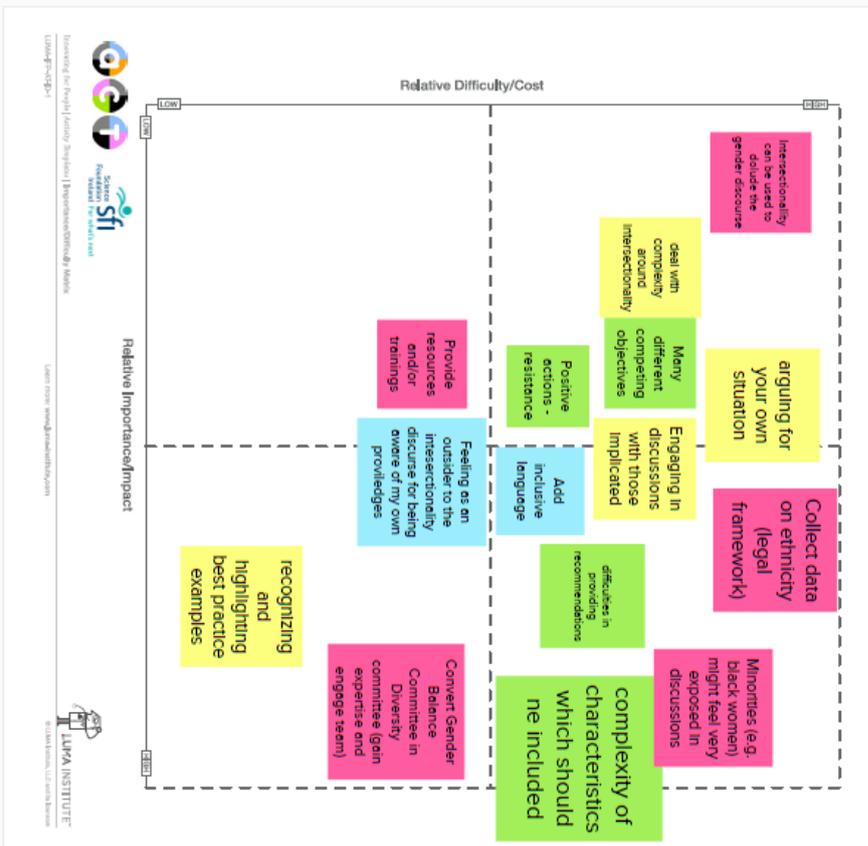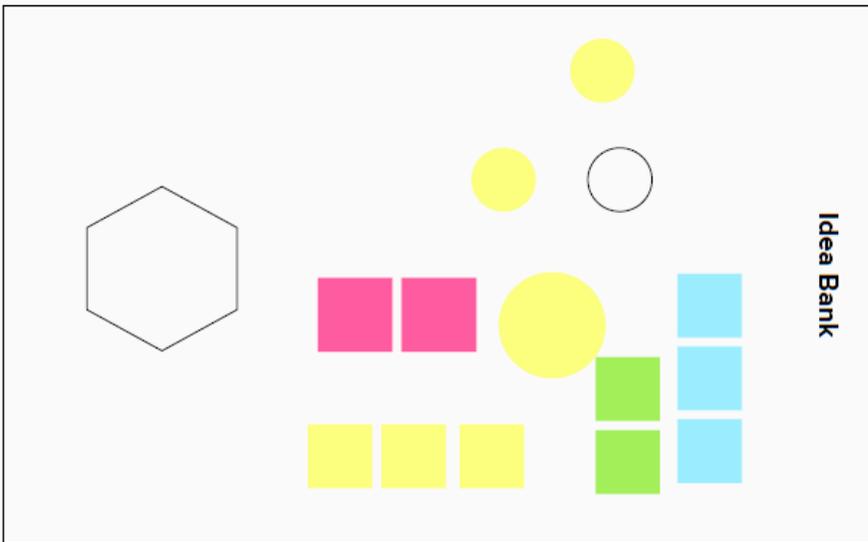
- To share experiences on how to have difficult conversations around data and how to make data more comparable

Breakout session 3: Intersectionality:

At the beginning, this group had a short discussion about how intersectionality is being defined to have a basis for the further discussion.

Shared examples of difficult conversations addressed professional questions; how to deal with intersectionality in a professional setting and also personal implications:

- Talking to people who are implicated with intersectionality, with people who feel that they need to make this a topic.
- How to change committees to focus from gender to a broader diversity perspective.

- How do you bring that expertise into a conversation?
- How can you act as an agent for intersectionality, adding these issues?
- Intersectionality is not an add-on social category but it has to do with the situation at hand (power differences in the situation).
- How to translate the theoretical approach into practical actions if you have to make a policy and you have to decide which categories you are adding and which you are not adding also in regard to research.

Conclusion:

Over the course of the two days of the Careers Matching Event, 80 people participated (including speakers and people participating on both days). The participants consisted of ACT consortium members, members of the ACT-CoPs and representatives of different national, EU-level and international organisations.

We received a lot of positive feedback, especially in regard to the interactive sessions and discussions. The participants appreciated the opportunity to discuss and exchange with other others as well as the opportunity to get in touch with and ask questions to experts. The participants took an active part in the sessions and showed great interest in the topics and discussions. The Matching Event brought together different people, to learn together and from each other, to exchange knowledge and experiences as well as to connect with other researchers, practitioners or experts in the field.