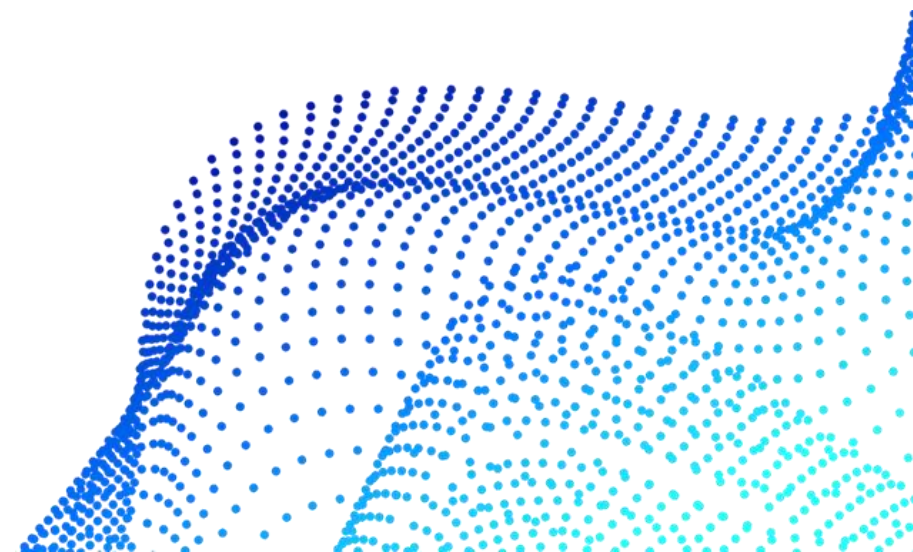


# Europejska inicjatywa reformy systemu ocen w nauce

## Coalition for Advancing Research Assessment

Stanisław Kistryn - Uniwersytet Jagielloński, RGNiSW, NC-PL

Otwarta nauka i niebibliometryczne aspekty  
oceny działalności naukowej i ewaluacji



# BACKGROUND – RESEARCH CAREER

Career (in research) → to be understood as personal development !

## Drivers:

Ambition



needs supportive environment



Incentives



Restrictions



both imply assessment



**Assessment  
to be motivating  
must be  
fair and wise !**

# EC DG-RTD PERSPECTIVE

## Action 4 - Promoting attractive research careers

### The European Research Area

#### Setting voluntary standards

- European Framework for attractive Research Careers (incl. new Charter for Researchers)

#### Supporting implementation

- ResearchComp, ERA Talent Platform one-stop-shop, R&I Careers Observatory with OECD, ...

#### Promoting cultural change

- Reform of research and researcher assessment (COARA.eu; ERA Action 3)

#### Coordinating investments

- Pilot in Horizon Europe 2024 supporting organisational change – possible upscaling 2026-2027



Organisation for Economic Co-operation and Development

For Official Use

Introducing the Research and Innovation Careers Observatory

June 2023



Council of the  
European Union

Brussels, 28 May 2021  
(OR. en)

9138/21

RECH 267  
COMPET 424  
EDUC 215  
SOC 352  
EMPL 261

#### OUTCOME OF PROCEEDINGS

From: General Secretariat of the Council

On: 28 May 2021

To: Delegations

No. prev. doc.: 9009/21

Subject: Deepening the European Research Area: Providing researchers with attractive and sustainable careers and working conditions and making brain circulation a reality  
- Council conclusions (adopted on 28/05/2021)

Workshop on  
national activities supporting  
research assessment reforms

17 October 2024

# RECENT DOCUMENTS ON CAREERS



EUROPEAN  
COMMISSION



Official Journal  
of the European Union

EN  
C series

C/2023/1640

29.12.2023

Brussels, 27.3.2024  
COM(2024) 145 final  
2024/0078 (NLE)

ANNEX II

European Charter for Researchers

COUNCIL RECOMMENDATION  
of 18 December 2023  
on a European framework to attract and retain research, innovation and entrepreneurial talents in Europe


Proposal for a  
COUNCIL RECOMMENDATION  
on attractive and sustainable careers in higher education

The future  
of European  
competitiveness


Part A | A competitiveness strategy for Europe

SEPTEMBER 2024






Community research




The European  
Charter  
for Researchers

The Code  
of Conduct for  
the Recruitment  
of Researchers

[www.europa.eu.int/ercareers/europeancharter](http://www.europa.eu.int/ercareers/europeancharter)



EUROPEAN  
RESEARCH AREA



HUMAN RESOURCES AND MOBILITY

ENRICO LETTA

MUCH  
MORE  
THAN A  
MARKET

SPEED, SECURITY, SOLIDARITY

Empowering the Single Market to deliver a sustainable future and prosperity for all EU Citizens

April 2024



European  
Commission



A New ERA for  
Research and  
Innovation

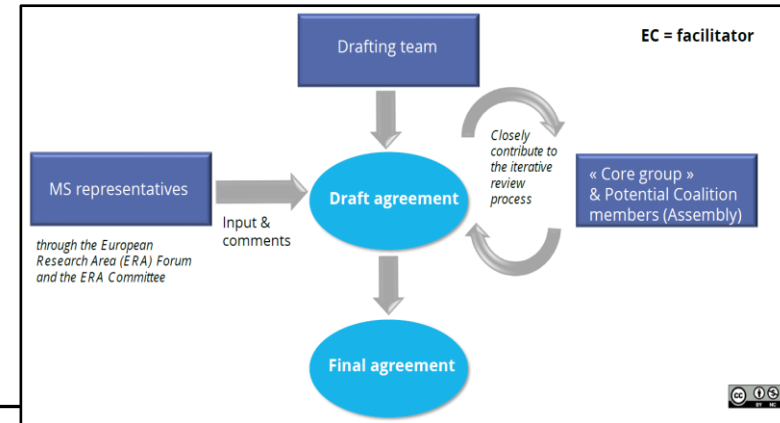
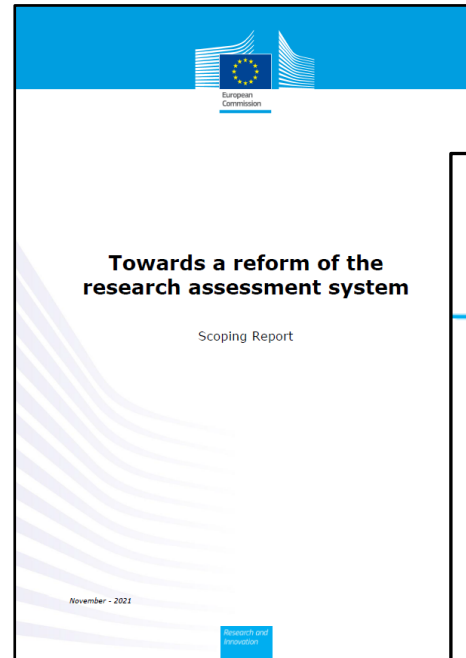
Staff Working  
Document



# TOWARDS THE AGREEMENT

## PRINCIPLES FOR A REFORMED RESEARCH ASSESSMENT SYSTEM

- Council Recommendation on a Pact for Research and Innovation in Europe
- Magna Charta Universitatum
- European Code of Conduct for Research Integrity
- San Francisco Declaration on Research Assessment (DORA)
- Leiden Manifesto for research metrics



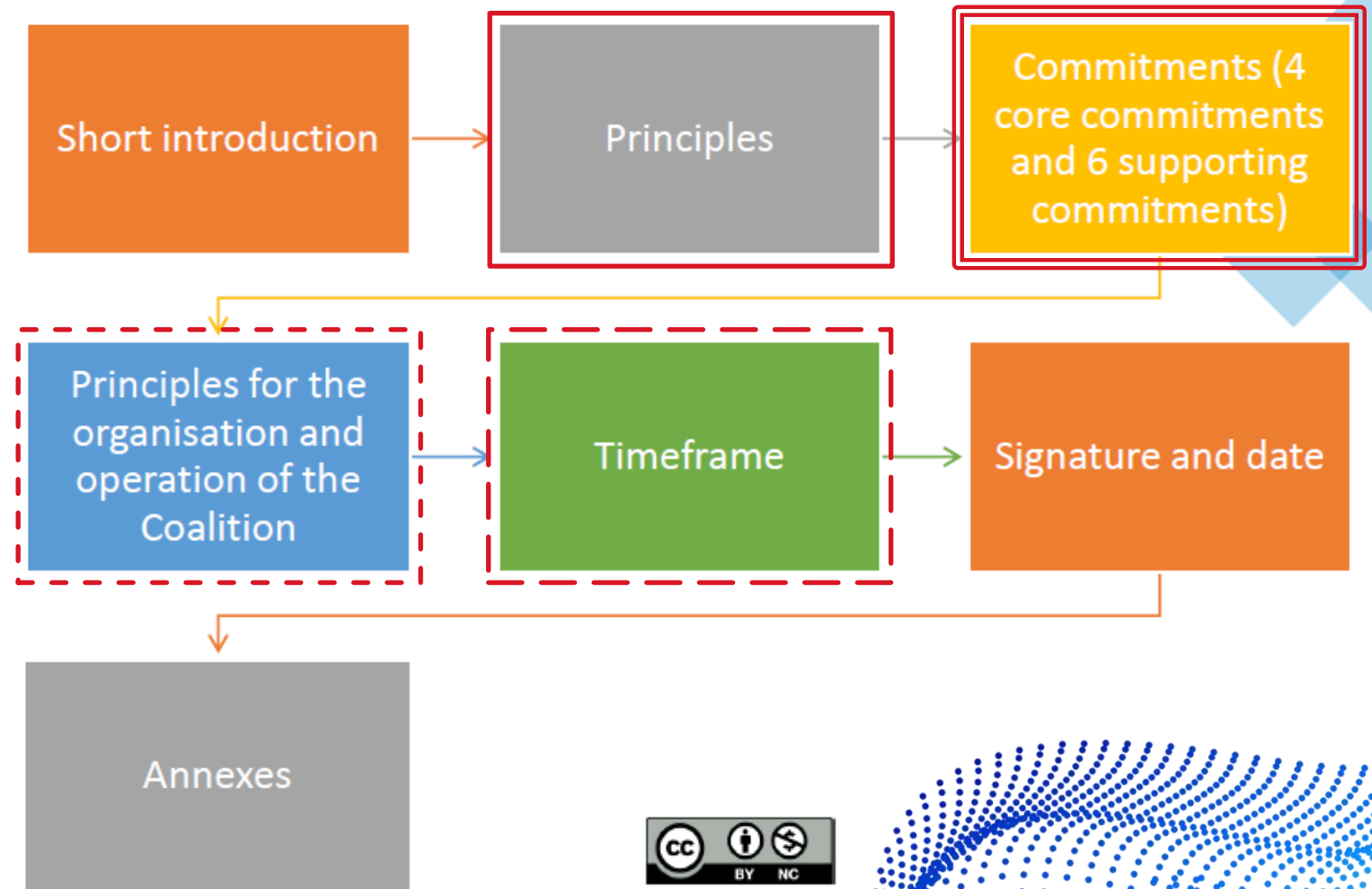
## AGREEMENT ON REFORMING RESEARCH ASSESSMENT

20 July 2022

# AGREEMENT STRUCTURE



<https://coara.eu/agreement/the-agreement-full-text/>



# OVERARCHING PRINCIPLES

- **Ethics and integrity** – never compromised by any counter-incentives; methodological rigor
- **Scientific freedom** – frameworks not limiting researchers in their work; only those necessary
- **Institutional autonomy** – freedom of the ways of implementing commitments; coherence important
- **Transparency** – control of community over data, algorithms, indicators, infrastructure and methods
- **Focus on quality** – rewarding original ideas and professional research conduct; recognizing variety of missions, early sharing of data, openness of collaboration; central role of peer-review
- **Diversity** – properly treating various disciplines, roles in community, career stages, etc.
- **Inclusiveness** – gender balance; care for differences as values; trust
- **Sharing experiences**

# Core commitments

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





# Supporting commitments (1)

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

## 6.1 Criteria for units and institutions

With the direct involvement of research organisations and researchers at all career stages, review and develop criteria for assessing research units and research performing organisations, while promoting interoperability

## 6.2 Criteria for projects and researchers

With the direct involvement of researchers at all career stages, review and develop criteria, tools and processes for the assessment of research projects, research teams and researchers that are adapted to their context of application



## Supporting commitments (2)

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



# COALITION BODIES

- **General Assembly of Members** – All Members. The organ representing all the members of the Coalition. The highest-level decision-making body, that meets at least once a year (at least three times during the first year)
- **Steering Board** – Elected. A collegial body, responsible for the overall oversight, strategy, business plan and sustainability of the Coalition. Taking decisions by mutual agreement
- **Coalition Secretariat** – Supports the administrative, managerial, logistical, communication, engagement, networking, outreach, leadership and other activities of the Coalition
- **Working Groups** – Voluntary participation. To exchange knowledge, learn mutually, discuss and investigate any topic to advance research assessment and help with the implementation of the Members commitments
- **National Chapters** – platform for contacts of single-country members

# GENERAL ASSEMBLY



- Approves the [Governance and Rules of Procedure](#) of the CoARA
- [Elects](#) a Chair and Vice-Chair(s), and Steering Board members
- Approves the [annual work-plan and budget](#) of the CoARA
- Appoints the organization(s) that host the [Coalition Secretariat](#) by simple majority vote
- Approves the [strategy guiding the operations and activities](#) of the Coalition as a whole and the [strategy for the outreach](#) (including at global level)
- Approves the [procedures and criteria](#) for the establishment of the [Working Groups](#), for their follow up and coordination, and for the endorsement and publication of their outputs

## STEERING BOARD

- **Chair:** Rianne Letschert
- **Vice-chairs:** Elizabeth Gadd (INORMS)  
Karen Stroobants (EuroScience)
- **Members:** Lidia Borrell-Damián (Science Europe)  
Paul Boyle (EUA), Yensi Flores Bueso, Matthias Koenig,  
Eva Mendéz, Menico Rizzi, Sylvie Rousset, Toma Susi

5 members  
(incl. 1 vice-chair)  
new elected  
at GA on 15.12.2023.;  
next election (7 members,  
incl. chair and 1 vice-chair)  
at GA on 09.12.2024.

# WORKING GROUPS

- Operate as ‘communities of practice’ and offer space for mutual learning and collaboration

Examples:

- “Interest communities”, on ad-hoc horizontal topics
- “Discipline communities”, on approaches to tailor criteria and processes by discipline, inter-disciplinary field, thematic area
- “Institution communities”, on topics specific to a given type of organization
- “National communities”, on issues specific to different types of organizations of a given country or group of countries
- **National Chapters** – platforms for exchange within a given country
- Other complementary means:  
workshops, webinars, (annual) conferences, seminars, trainings, etc.



# Timeframe



**Year 0 (2022)**

Signature

**Year 5 (2027)**

At least one cycle of review and development of own assessment criteria, tools and processes

**Year 1 (2023)**

Start the process of reviewing or developing criteria, tools and processes



GA decided to prolong the deadline for preparing and making public the action plans by 6 months (for first signatories and members).  
On Oct. 20-th – **118** AP's published (**2** from PL members ...).

NB: Organisations can sign the Agreement at any point in time beyond 2022.  
The timeline for organisations signing after 2022 will be adjusted accordingly.

# Annexes

- Do not form an integral part of the Agreement.
- Annex 1 outlines the need for reform.
- Annex 2 clarifies the terminology used.
- Annex 3 suggests a reform journey.
- Annex 4 provides an initial toolbox.



# MEANING FOR SIGNATORIES

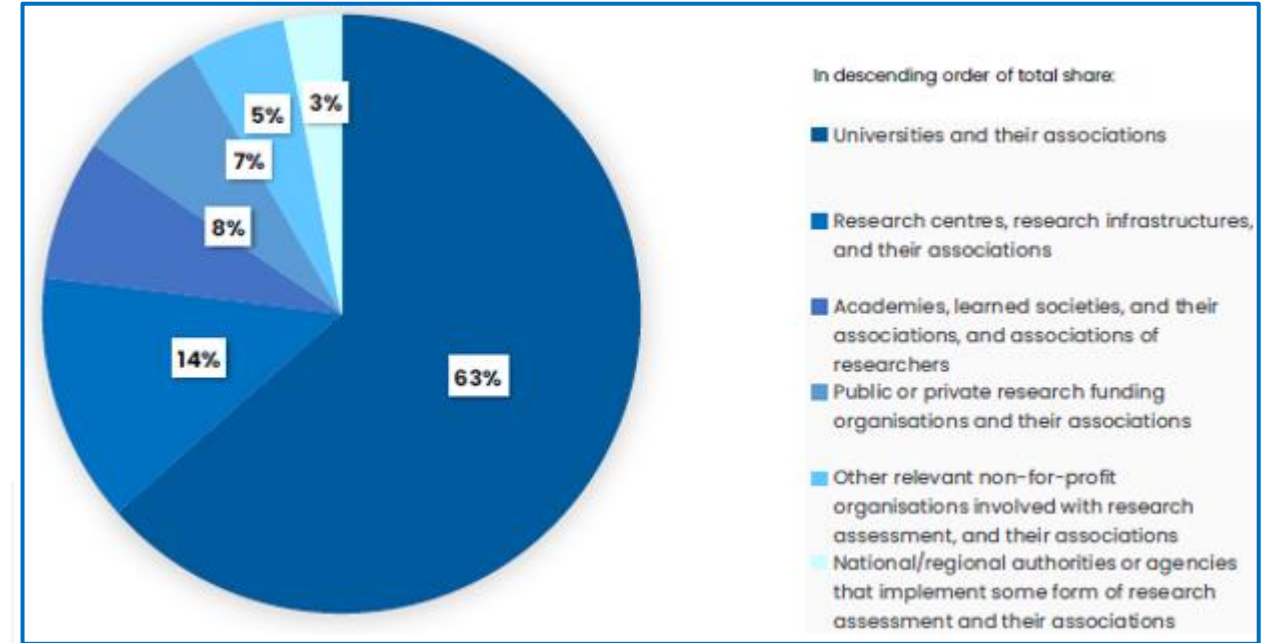
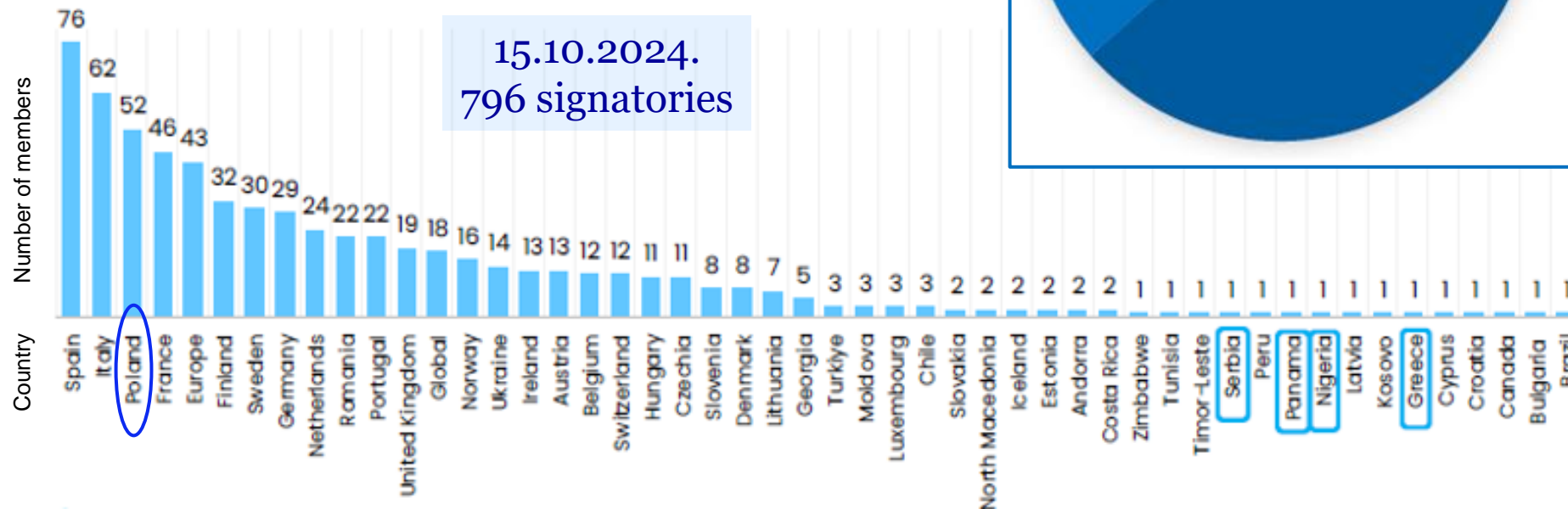
- Not legally binding, but...
- It is an Agreement, with clear commitments.
- Signing the Agreement is a precondition for joining the Coalition.
- Participation on a voluntary basis.
- Full autonomy of organisations, full control on the steps towards the implementation of the Agreement and the speed of the reform journey.
- More of a morally binding signature, towards peer organisations and own community.
- Organisations and their staff can leave the Coalition at any time.



# STATUS

General Assembly  
12.06.2024.  
50 countries  
735 / 646

15.10.2024.  
796 signatories



# 13 WORKING GROUPS



Towards Open Infrastructures for Responsible Research Assessment	Multilingualism and Language Biases in Research Assessment [UAM]
Improving Practices in the Assessment of Research Proposals [FNP]	Responsible Metrics and Indicators (PAN)
Reforming Academic Career Assessment (ACA) [KRASP, UMK]	Towards Transformations: Transdisciplinarity, Applied/Practice-Based Research, and Impacts [FNP, UJ]
Early-and-mid-Career Researchers (EMCRs) – Assessment and Research Culture	TIER - Towards an Inclusive Evaluation of Research
Experiments in Assessment – Idea Generation, Co-creation, and Piloting	Ethics and Research Integrity Policy in Responsible Research Assessment for Data and AI
Recognizing and Rewarding Peer Review	Global Framework for Research Evaluation in the Social Sciences and the Humanities (SSH)
Supporting the Alignment of Research Assessment Systems with CoARA in Biomedical Disciplines through Administrative Reforms and Governance	



# NATIONAL COMMUNITIES



## National Chapters

### Current inventory of NCs:

5 from first round:

Italy, Norway, **Poland**, Spain, Ukraine

6 joining later:

Cyprus, Finland, France,  
Hungary, Ireland, Switzerland

5 most recently accepted:

Germany, Portugal, UK, Sweden, Andorra



- Andorra
- Cyprus
- Finland
- France
- Germany
- Hungary
- Ireland
- Italy
- Norway
- Poland
- Portugal
- Spain
- Sweden
- Switzerland
- Ukraine
- United Kingdom

First live meeting :

**NCs Exchange Forum** 22-23 February 2024, Porto



Booklet on NC's (16.10.2024.) :  
<https://zenodo.org/records/13941419>



# SHARING EXPERIENCES – NOR-CAM

## Norwegian Career Assessment Matrix

### Six competence areas

1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
<b>A. Research output</b>	<ul style="list-style-type: none"> <li>-Published works</li> <li>-Datasets</li> <li>-Software</li> <li>-Methodologies</li> <li>-Artistic results</li> <li>-Research reports</li> </ul>	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>B. Research process</b>	<ul style="list-style-type: none"> <li>- Leadership and participation in research groups</li> <li>-Working across disciplines</li> <li>- Research integrity/RR1</li> <li>- Editorial activity</li> <li>- Peer reviews</li> <li>- Building consortia</li> <li>- External funding</li> <li>- Development of research infrastructure</li> <li>-Leadership and participation in clinical trials</li> </ul>	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.
<b>C. Pedagogical competence</b>	<ul style="list-style-type: none"> <li>- Planning, execution, evaluation and development of lectures and supervision of students</li> <li>- Participation in the development of educational standards in academic communities</li> <li>- Mentoring</li> <li>- Devising and sharing learning materials</li> </ul>	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
<b>D. Impact and innovation</b>	<ul style="list-style-type: none"> <li>-Innovation</li> <li>-Entrepreneurship and commercialisation</li> <li>-Social innovation</li> <li>-Innovation in the public sector</li> <li>-Citizen science</li> <li>-Textbooks</li> <li>-Publishing activity</li> <li>-Research reports and studies</li> <li>-Application of research in public administration and industry</li> </ul>	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.
<b>E. Leadership</b>	<ul style="list-style-type: none"> <li>-Institutional and departmental leadership</li> <li>-Leadership in academic networks and projects</li> <li>-Leadership outside academia</li> <li>-Leadership in panels and other committee work</li> </ul>	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.
<b>F. Other experience</b>	<ul style="list-style-type: none"> <li>-Experience and competence from sectors outside academia.</li> <li>-Courses and discipline-related development work.</li> </ul>	CV system with links to source data.	Reflection on how these experiences contribute to the competence in general.

# ACCELERATING COALITION'S OPERATIONAL CAPACITY

The Horizon Europe **CoARA Boost project** strengthens the operational capacity of CoARA. It provides a means to develop a critical mass for reforming research assessment, to generate gravitas for new members as well as to investigate and implement new models for research assessment.

- Cascading grant mechanism – at least 50 projects will be funded with a total budget of 2.75 million €.
- Contributing to the implementation of institutional changes for reforming research assessment.
- Providing assistance to Working Groups.
- Expanding the outreach of European efforts to reform research assessment by growing the membership of CoARA globally.



## CoARA Boost factsheet:

Duration	36 months
Resource volume	5.000.000 EUR
Funded under	HORIZON-WIDERA-2023-ERA-01 (enhancing the European Research & Innovation system)
Coordinated by	European Science Foundation (host of the CoARA secretariat)



# BOOST CASCADE FUNDING GRANTS – 3 TYPES OF PROJECTS

- More than half of the overall budget of the CoARA Boost project is redistributed
- Carry out concrete, tangible changes in research assessment in relevant institutions
- Implement the [ARRA](#) commitments
- Exchange, pilot, and implement new practices, processes and tools
- Diverse starting points

**Diverse starting points to the reform are welcome**



80 applications submitted  
66 eligible – in evaluation

# NATIONAL CHAPTER POLAND



- ❑ **Mission:** **i)** to assess coherence of the proposed solutions with the national legislation; **ii)** to propose changes in national regulations necessary to implement elements of the reform.
- ❑ **Issues:** **i)** how to use qualitative metrics in the assessment of institutions by national evaluation agencies; **ii)** how to include non-research academic activities in the evaluation criteria; **iii)** how to promote sustainability of research and support frontier studies conducted in a long-term perspective.
- ❑ **Added value:** **i)** consolidation of stakeholder groups (universities, research funding agencies, ministerial advisers) around a discussion on the principles of qualitative assessment; **ii)** spreading and promoting the idea of the reform among a large part of the academic community.
- ❑ **Impact:** **i)** avoiding inconsistencies in proposed approaches; **ii)** recommending fair career paths for scientists to reduce precarity; **iii)** putting pressure on central level decision-makers to initiate changes in the research evaluation culture.

## Currently at CoARA:

60 Polish signatories  
53 Coalition members  
48 NC-PL contributors

**CRASP** Conference of Rectors  
of Academic Schools in Poland

**PAN** Polish Academy of  
Sciences



# NC-PL TASK FORCES



1. **Data Collection and Analysis TF** – collecting information from Polish signatories on action plans and their implementation [10 members; coordinator UE Poznań]
2. **Research Career Pathways TF** – comparison of current HR procedures, e.g. tenure track paths; proposing criteria of stable employment of group leaders and research team members [17 ; Uni Gdańsk]
3. **Academic Career Diversity TF** – ideas of including broadly understood diversity in research (academic) career [16 ; A.Budzanowska]
4. **Institutional Evaluation TF** – platform for discussing national evaluation system, joining forces with KRASP/PAN/KEN [16 ; PK/AGH]
5. **Project Assessment TF** – reflection on grant assessment [14 ; FNP]
6. **CoARA Monitoring TF** – information exchange NC-PL ↔ WGs, NCs [7 ; UE Poznań]



# NC-PL STRUCTURE



## Participation in NC-PL:

1. **Institutions-signatories** and/or members of CoARA;
2. **Institutions-collaborators**, interested in common activities;

**General Assembly:** Representative(s) of each #1 institution (with voting rights) and representative(s) of each #2 institution (observer status);

**General NC-PL coordination:** Coordinator and Deputy-coordinator (NC-PL Coordinators) – acting for coordinating institutions (now: JU and KUT)

**Each NC-PL Task Force:** TF Leader and 1-2 deputies (depending on TF size and scope);

**NC-PL Managing Board:** NC-PL Coordinators and all TF Leaders.

## Coordination:

Jagiellonian Univ. Kraków  
St. Kistryn, A. Józkowicz  
Technical Univ. Koszalin  
D. Zawadzka, M. Kruzel

## Steering Committee

The Guild's Research  
Career and Assessment  
Working Group



# NC-PL EXPERIENCES



- i. Establishing of the NC in the national community; **interaction** with decision-makers, rector conferences and representative research sector organizations
- ii. Engaging institutions/organizations in the process of assessment reform; distribution of **information** on Coalition goals and activities
- iii. Reflection on the **diversity** of academic missions and many-faceted **goals** of institutional evaluation based on changes in the regulations defining Polish system
- iv. Gaining **support** for NC activities on the ministerial level (recognition and cooperation)
- v. Implementing **structure** of the national coalition and setting up **formats** for activities and exchange of experiences

## Dissemination

- **UKN** - June 2023, September 2024
- **CRASP** - October 2023
- **Senate JU** - November 2023
- **CoARA GA** - December 2023
- **NC Exchange Forum** - February 2024
- **KEN** - March 2024
- **Senate UW** - April 2024
- **ESOF** - June 2024
- **Intern. Congress** – September 2024
- **Forum „Together in EU”** – October 2024
- **ERA Act.3 Workshop** – October 2024

**i. The general debate** concerns two aspects of the evaluation reform:

- [Evaluation of researchers](#) (desirably based on peer revision to promote the quality of achievements). The choice of the evaluation method is an internal decision of the university.
- [Evaluation of institutions](#) (currently based in Poland exclusively on quantitative indicators), regulated externally by national legislation.

**NC-PL mission:** **i)** To help avoid contradictions in the criteria and the goals of these two aspects of assessment.  
**ii)** To help harmonize the diverse (sometimes divergent) opinions coming from the scientific community.

**ii. The specific topics** of current discussions:

- [Evaluation of researchers](#): exchange of experiences on how to develop and (above all) implement Action Plans, and how to combine the assessment reform with changes in employment policy.
- [Evaluation of institutions](#): discussion within the task forces to what extent the solutions like NOR-CAM can be adapted in Poland, and which elements would require (what) modification.

*(top-down driven topics, but influenced by bottom-up ideas)*



# NC-PL & CoARA (FAR) OUTLOOK ?



## NOR-CAM

1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
A. Research output	<ul style="list-style-type: none"><li>-Published works</li><li>-Databases</li><li>-Software</li><li>-Methodologies</li><li>-Artistic results</li><li>-Research reports</li></ul>	CRIS systems (e.g. Cisti) 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"><li>-Leadership and participation in research groups</li><li>-Working across disciplines</li><li>-Research integrity/IRI</li><li>-Editorial activity</li><li>-Peer reviews</li><li>-Building consortia</li><li>-External funding</li><li>-Development of research infrastructure</li><li>-Leadership and participation in clinical trials</li></ul>	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"><li>-Planning, execution, evaluation and development of lectures and supervision of students</li><li>-Participation in the development of educational standards in academic communities</li><li>-Mentoring</li><li>-Devising and sharing learning materials</li></ul>	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"><li>-Innovation</li><li>-Entrepreneurship and commercialisation</li><li>-Social innovation</li><li>-Innovation in the public sector</li><li>-Citizen science</li><li>-Textbooks</li><li>-Publishing activity</li><li>-Research reports and studies</li><li>-Application of research in public administration and industry</li></ul>	CRIS systems and other databases. Altimetrics. Narratives and impact stories. Patents and licences.	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.
E. Leadership	<ul style="list-style-type: none"><li>-Institutional and departmental leadership</li><li>-Leadership in academic networks and projects</li><li>-Leadership outside academia</li><li>-Leadership in panels and other committee work</li></ul>	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"><li>-Experience and competence from sectors outside academia.</li><li>-Courses and discipline-related development work.</li></ul>	CV system with links to source data. Pedagogical portfolio.	Reflection on formal and informal competence and experience. Emphasis is placed on open education and the sharing of educational resources.

## POL-CAM

1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
A. Research output	<ul style="list-style-type: none"><li>-Published works</li><li>-Databases</li><li>-Software</li><li>-Methodologies</li><li>-Artistic results</li><li>-Research reports</li></ul>	CRIS systems (e.g. Cisti) 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"><li>-Leadership and participation in research groups</li><li>-Working across disciplines</li><li>-Research integrity/IRI</li><li>-Editorial activity</li><li>-Peer reviews</li><li>-Building consortia</li><li>-External funding</li><li>-Development of research infrastructure</li><li>-Leadership and participation in clinical trials</li></ul>	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"><li>-Planning, execution, evaluation and development of lectures and supervision of students</li><li>-Participation in the development of educational standards in academic communities</li><li>-Mentoring</li><li>-Devising and sharing learning materials</li></ul>	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"><li>-Innovation</li><li>-Entrepreneurship and commercialisation</li><li>-Social innovation</li><li>-Innovation in the public sector</li><li>-Citizen science</li><li>-Textbooks</li><li>-Publishing activity</li><li>-Research reports and studies</li><li>-Application of research in public administration and industry</li></ul>	CRIS systems and other databases. Altimetrics. Narratives and impact stories. Patents and licences.	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.
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F. Other experience	<ul style="list-style-type: none"><li>-Experience and competence from sectors outside academia.</li><li>-Courses and discipline-related development work.</li></ul>	CV system with links to source data. Pedagogical portfolio.	Reflection on formal and informal competence and experience. Emphasis is placed on open education and the sharing of educational resources.

## EURO-CAM

1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
A. Research output	<ul style="list-style-type: none"><li>-Published works</li><li>-Databases</li><li>-Software</li><li>-Methodologies</li><li>-Artistic results</li><li>-Research reports</li></ul>	CRIS systems (e.g. Cisti) 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"><li>-Leadership and participation in research groups</li><li>-Working across disciplines</li><li>-Research integrity/IRI</li><li>-Editorial activity</li><li>-Peer reviews</li><li>-Building consortia</li><li>-External funding</li><li>-Development of research infrastructure</li><li>-Leadership and participation in clinical trials</li></ul>	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"><li>-Planning, execution, evaluation and development of lectures and supervision of students</li><li>-Participation in the development of educational standards in academic communities</li><li>-Mentoring</li><li>-Devising and sharing learning materials</li></ul>	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"><li>-Innovation</li><li>-Entrepreneurship and commercialisation</li><li>-Social innovation</li><li>-Innovation in the public sector</li><li>-Citizen science</li><li>-Textbooks</li><li>-Publishing activity</li><li>-Research reports and studies</li><li>-Application of research in public administration and industry</li></ul>	CRIS systems and other databases. Altimetrics. Narratives and impact stories. Patents and licences.	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.
E. Leadership	<ul style="list-style-type: none"><li>-Institutional and departmental leadership</li><li>-Leadership in academic networks and projects</li><li>-Leadership outside academia</li><li>-Leadership in panels and other committee work</li></ul>	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"><li>-Experience and competence from sectors outside academia.</li><li>-Courses and discipline-related development work.</li></ul>	CV system with links to source data. Pedagogical portfolio.	Reflection on formal and informal competence and experience. Emphasis is placed on open education and the sharing of educational resources.



# PRIVILEGES OF THE CoARA MEMBERS



Members and signatories commit to implement the 10 core principles via an action plan



Members participate in the decision-making processes of the coalition at the General Assembly



Members can join or propose Working Groups

Members can contribute to National Chapters



Members are invited to apply for the cascade funding program



Members are invited to engage in knowledge sharing activities

# FINAL REMARKS

- **Possible fields of activities**
  - Following developments
  - Representing institutions in WG(s) of interest
  - Joining Task Forces of NC-PL
  - All activities concerning **assessment reform**
- **Links**
  - CoARA
    - <https://coara.eu/>
  - NC-PL:
    - [alicja.jozkowicz@uj.edu.pl](mailto:alicja.jozkowicz@uj.edu.pl)
    - [stanislaw.kistryn@uj.edu.pl](mailto:stanislaw.kistryn@uj.edu.pl)
    - [marcin.kruzel@tu.koszalin.pl](mailto:marcin.kruzel@tu.koszalin.pl)
    - [danuta.zawadzka@tu.koszalin.pl](mailto:danuta.zawadzka@tu.koszalin.pl)



**Thank You**