GHENT UNIVERSITY'S EVALUATION AND CAREER PROGRESSION MODEL FOR PROFESSORIAL STAFF

Nele Bracke, 25 May 2021

CONTENT

– Some key figures

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– Milestones

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– Evaluation of research

– Evaluation and career progression model
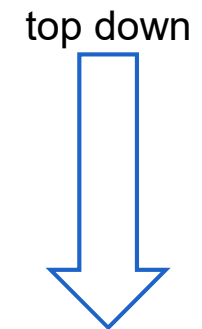 for professorial staff

– Next steps

– End goal

SOME KEY FIGURES

Faculties	11
Doctoral Schools	5
Study programmes	+200
Students (2020)	47,743
Incl. PhD students	4,364
PhD Degrees awarded (2019)	720
Professors (incl. Assistant and Associate professors / tenure tracks) (2020)	1,433
Postdocs (2020)	1,503
Research expenditure (2019)	€ 334 million

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POLICY DEVELOPMENT
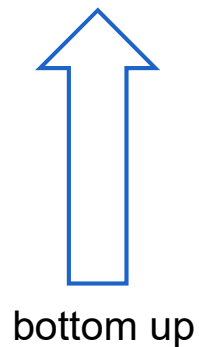
High-quality research

Open

Societal impact

Room for risk-taking

Integrity

Diversity in research

Trust

Diverse career paths

Talent oriented

Well-being

top down

bottom up

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SOME MILESTONES

2014
HR Excellence in Research obtained

2016
Vision on research evaluation

2017
Guidelines for responsible use of indicators

2018
Evaluation and career progression model for professorial staff

2020
HR Excellence in Research renewed

2020
Signed DORA

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FOR PEOPLE

A circular cycle diagram with three segments: recruitment, development & training, and evaluation & promotion.

FOR PROFESSORIAL STAFF

Under construction – OTM-R by 2022

recruitment

development & training

evaluation & promotion

Training (incl. mandatory academic teacher training), coaching & mentoring, leadership development (incl. PhD supervision training)

Clear career paths & expectations

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EVALUATION OF RESEARCH (1)

Principles for the evaluation of research (2016)

1. Methods in line with objective of evaluation
2. Taking into account intended impact of research (academic, economic, societal, or combination)
3. Sensitive about diversity between disciplines
4. Simplicity of procedure weighed up against complexity of research
5. Evaluation criteria known to all
6. Expertise in evaluation committee to adequately assess research quality
7. Smart choice of evaluation indicators & holistic approach to peer review
8. From principles to practice

EVALUATION OF RESEARCH (2)

Guidelines for responsible use of indicators (2017)

1. Indicator should be sufficiently reliable & in line with objective of evaluation
2. Use combination of indicators
3. Undesirable effects of indicators have greater implications at individual than at higher aggregation levels
4. Indicators without peer review are only relevant at broad aggregation level
5. Use of indicators at group and individual level should be starting point for self-reflection or basis for peer-review assessment by experts
6. Minimize risk that indicator becomes more important than goal (high-quality research)

+ list with information about frequently used indicators

EVALUATION OF RESEARCH (3)

- ✓ Evaluate what is important for Ghent University, in its local, national and international context
- ✓ Make use of indicators, methods, approaches that are fit for purpose, and feasible (evaluators, administrative system)

https://www.ugent.be/en/research/research-strategy/research-evaluation.htm

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EVALUATION AND PROMOTION MODEL FOR PROFESSORIAL STAFF (2018) (1)

Previously (2012-2017)

1. Output-driven evaluation process with quantitative indicators and a priori and individualized targets (strong focus on research)
2. High administrative burden (annual job descriptions, activity reports, …) and high evaluation frequency (every 2 to 4 years)

Results: academic competition, work pressure, employee dissatisfaction, criticisms against system

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EVALUATION AND PROMOTION MODEL FOR PROFESSORIAL STAFF (2018) (2)

New model (2018)

1. Focus on trust and academic freedom
2. Talents and ambitions as natural driver for career progression
3. Merit- and evidence-based qualitative approach
4. Focus on achievements, not on exhaustive lists of output
5. Allows to evaluate different kinds of careers and activities in one system
6. Research, teaching, leadership and people management, institutional and societal engagement
7. Collaboration & performance as part of team

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EVALUATION AND PROMOTION MODEL FOR PROFESSORIAL STAFF (2018) (3)

New model (2018)

8. Personal growth and career guidance
9. Self-reflection & dialogue with HR committee (peers & HR experts)
10. Administrative simplification and lower evaluation rhythm (every 5 years)

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EVALUATION AND PROMOTION MODEL FOR PROFESSORIAL STAFF (2018) ()

New model (2018)

- ✓ Stimulate more differentiated and complementary careers
- ✓ Allow more time for research, teaching and other academic activities
- ✓ Lower the competition (those who perform well will be promoted)

www.ugent.be/professorialcareer

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NEXT STEPS

Board of Governors, October 2020

1. Sign (join) DORA
2. Implement DORA
3. Further implement 2016 principles, in line with current developments
4. Internal capacity & expertise
5. Internal communication & ambassadors
6. External debate

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END GOAL

1. Stimulate & foster quality of research
2. Stimulate good research practices
3. Value diversity in research activities, outputs, etc.
4. Value what is important, e.g., collaboration, interdisciplinarity, Open Science
5. Accommodate diverse profiles of academics
6. Attract & retain top-talents
7. Create healthy and attractive working conditions
8. Oriented towards the future

9. More holistic approach towards evaluation (e.g., evaluation of teaching)
   Evaluation of research | Evaluation of researchers | Evaluation of academics

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