



# Research Culture

**Changing researcher assessment and research culture: policy insights**

# Changing researcher assessment and RC: policy insights



**Sanli Faez**, *Program Manager for the Netherlands Recognition and Rewards program,*  
Utrecht University

**Marjon van Wijnbergen**, *HR manager Research BV, Amsterdam UMC*

[coffee break]

## Insights from CATALISI

**Miriam van Loon**, Amsterdam UMC

**Rita F. Alves dos Santos**, *NRIN Coordinator and RIOS project*  
*lead, Amsterdam UMC*

**Laura Bernal Sánchez**, *Technical secretary for Ethics Committee, Universitat Jaume I (UJI)*

12:00

Group sessions on stimulating a positive RC



**Sanli Faez**, *Program Manager for the  
Netherlands Recognition and Rewards  
program, Utrecht University*

**Marjon van Wijnbergen**, *HR manager  
Research BV, Amsterdam UMC*

10:00-11:00



# CATALISI

Catalysation of institutional transformations  
of Higher Education Institutions through  
the adoption of acceleration services

## Coffee Break until 11:15

11/13/2025

# Changing researcher assessment and RC: policy insights - 2



## Insights from CATALISI

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12:00

Group sessions on stimulating a positive RC

# Research Culture Interview Study

*How to define and stimulate a positive RC?*

# Definition of research culture

Research culture encompasses the **behaviours, values, expectations, attitudes and norms** of our research communities. It influences researchers' career paths and determines the way that research is conducted and communicated.'

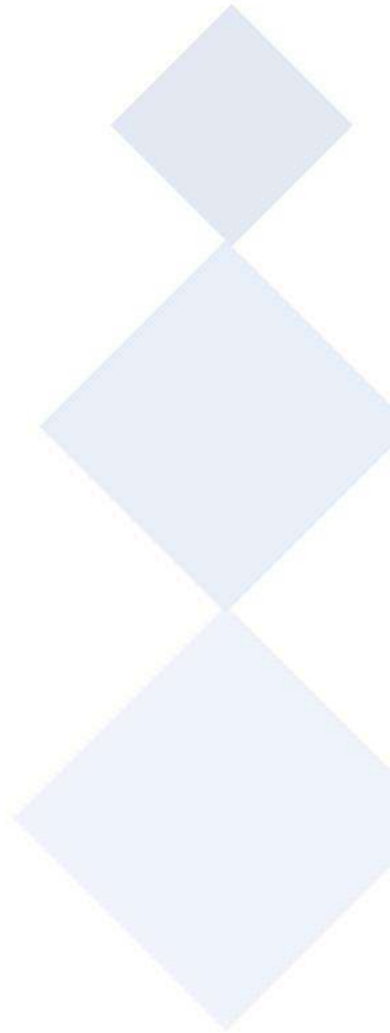
[Research Culture | Royal Society](#)

'The way we do research around here'  
(*based on Godfrey's definition of culture, 2001*)

→ (HOW) Can culture be influenced?

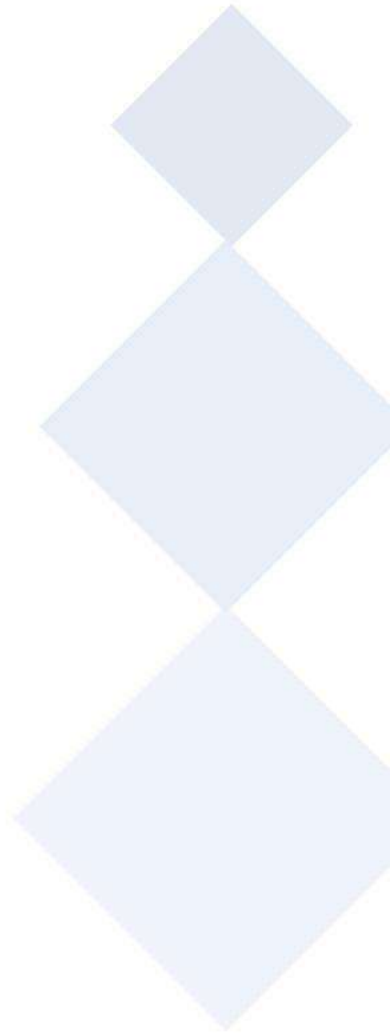
# Research Questions

- 1 - How can research culture be defined?
- 2 - How do researchers perceive research culture?
- 3 - How could a positive RC be fostered or stimulated at different levels?

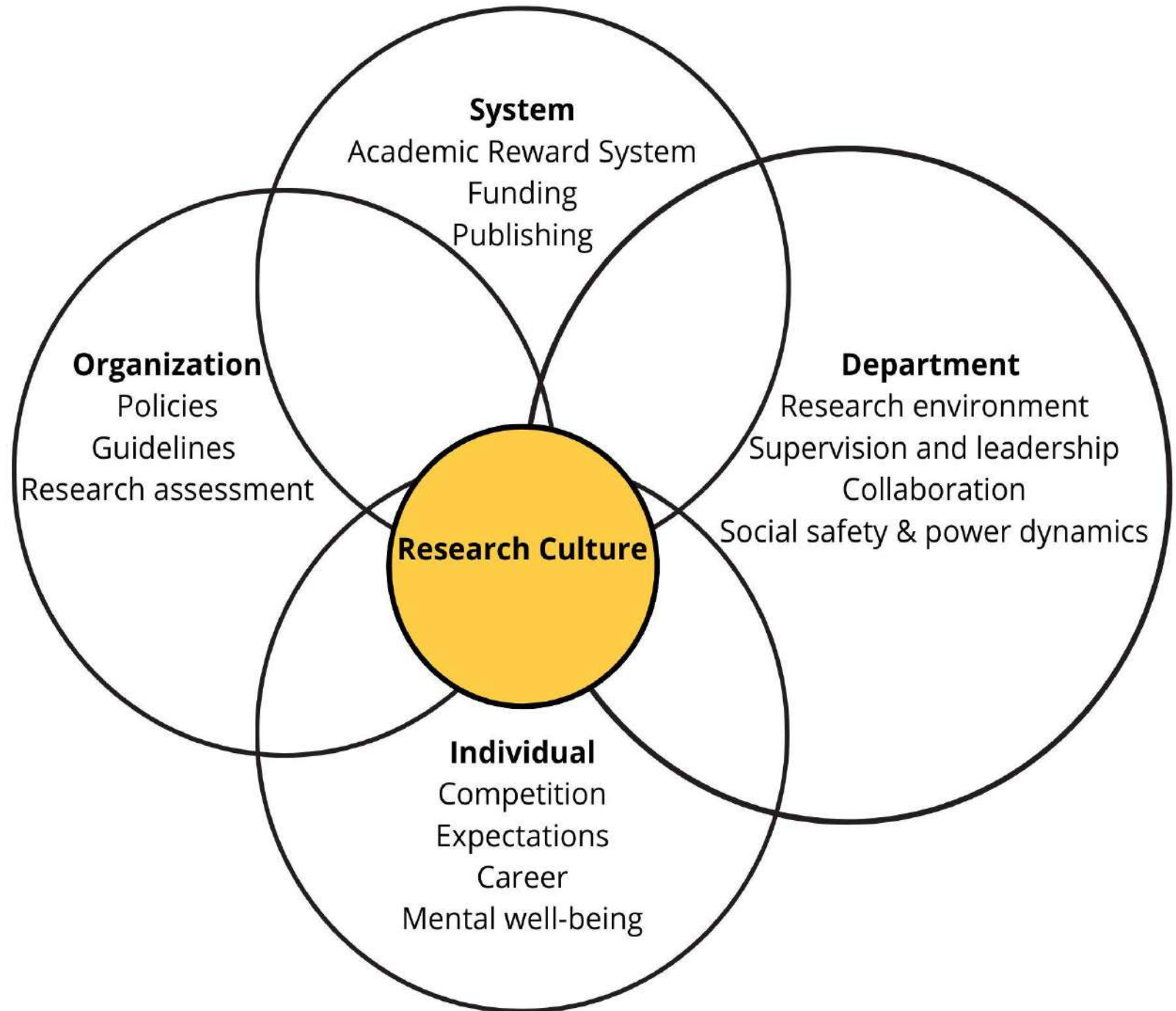


# Methodology

- ❖ Semi-structured interviews
- ❖ Respondents with different roles, disciplines, faculties, departments
- ❖ Topic list: levels of RC
- ❖ Social-constructionist perspective
- ❖ Thematic analysis - inductive-deductive approach



# Levels of research culture



# preliminary Results

- 15 researchers
- Experiences and perspectives differ related to one's role in the academic system

# What are aspects of (a positive) RC?

- **System level** : Open Access & Transparency. Academic Reward System; individually focused, production publishing & output
- **Organization level**: Recognition and Reward; qualitative and broader evaluation of career (too broad?)
- Recognizing and professionalising academic leadership, professionalisation of supervision
- **Department**: open and transparent culture, contact and interaction with colleagues. Collaboration and team work
- Good supervisors: stimulate (professional) development
- **Individual**: intrinsic motivation of researchers; juniors: perfectionism and loneliness; seniors: freedom and expertise

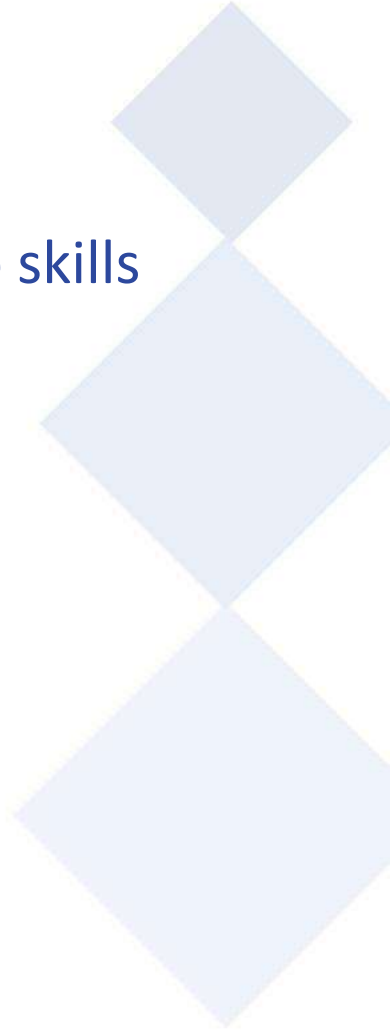


# Stimulating a positive RC 1

- Be open and transparent about policies and norms
  - Talk about norms and values, expectations at the department – how do we do good research here?
    - Eg: discuss expectations on authorship contribution for each project and publication
  - Be transparent about policy, eg on promotion criteria
- Research environment at the department
  - SPACE: proper working environment, spaces where people can meet & work together, open door policy

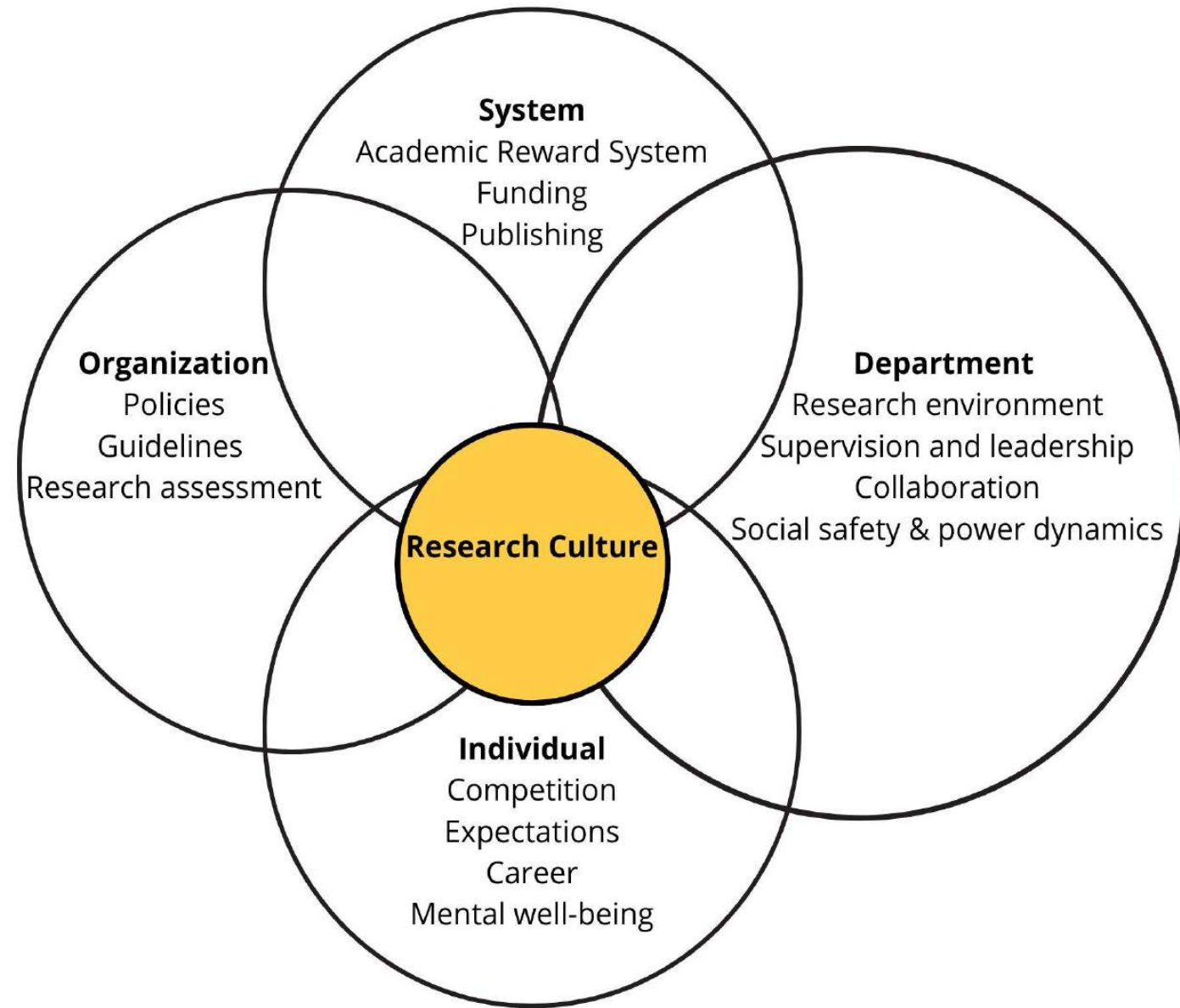
# Stimulating a positive RC 2

- Stimulate good leadership and supervision
  - Educate supervisors and leaders, work on professionalisation of leadership skills
  - Create moments of intervision, exchanging experiences, peer feedback
- Create moments of interaction, stimulate talking to each other!
  - Scientific meetings - wetenschapsmiddagen
  - Informal meetings (have drinks, outings )
  - Regular meetings between supervisors and phds

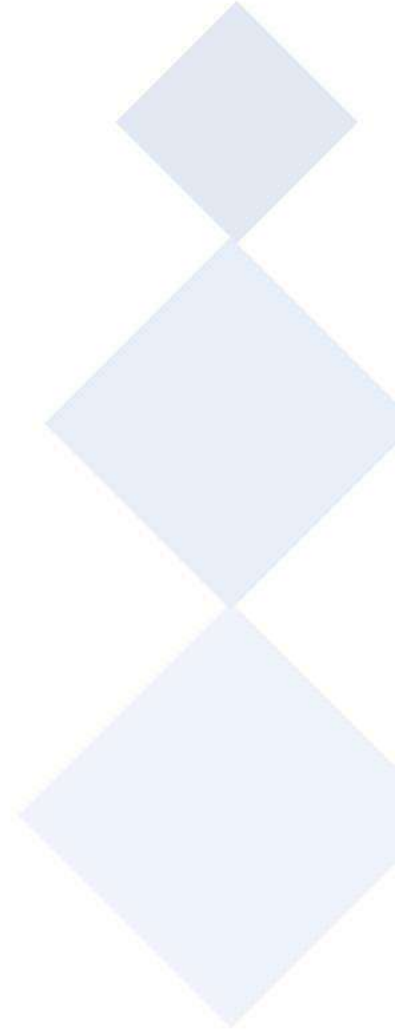


# RC model

- Conversation tool
- To talk about RC
- How can a positive RC be stimulated at different levels?
- What can be your own role?
- As individual: junior-senior-leader/  
department/ institution?



# Science Hoops Theatre play



# References

- [CATALISI – Catalysation of institutional transformations of Higher Education Institutions](#)
- [Research Culture | Royal Society](#)
- [Brilliant Failures - Institute for Brilliant Failures \(briljantemislukkingen.nl\)](#)
- [Tools to support and steward research culture | Royal Society](#)
- [H2020 INTEGRITY - Empowering good practice in science](#)
- Godfrey, E. (2001, June). Defining Culture: The way we do things round here. In *2001 Annual Conference* (pp. 6-323).





# Assessing the perceptions, experiences and needs of researchers in Amsterdam for fostering a positive research culture

Rita Santos et al.

# Assessing the perceptions, experiences and needs of researchers in Amsterdam for fostering a positive research culture

## Rationale:

- ✓ Dutch CoC on RI (2018) includes clear duties of care for institutions – *‘institutions should provide an open, safe and inclusive research culture, in which researchers discuss the standards for good research practices, hold each other accountable for compliance with the standards and feel safe to report any wrongdoing in research.’*
- ✓ Power dynamics in PhD supervision and lack of awareness of RI (Haven et al. 2019).
- ✓ Unfair and non-inclusive practices for recognising and rewarding researchers (Haven et al. 2019; R&R Barometer, 2024).
- ✓ Social safety issues (fear of speaking up) (R&R Barometer, 2024).

# Assessing the perceptions, experiences and needs of researchers in Amsterdam for fostering a positive research culture

## Research Questions:

- ✓ How do researchers perceive and experience their institution's culture regarding responsible conduct of research (RCR) and the recognition and rewards of scientific outputs?
- ✓ What aspects of responsible conduct of research (RCR) and the recognition and rewards of scientific outputs do researchers consider effective or in need of change?
- ✓ Are there differences in how researchers from different ranks and disciplines perceive and experience the research culture at their institution?
- ✓ How do researchers from different backgrounds experience the research culture at their institutions?

# Assessing the perceptions, experiences and needs of researchers in Amsterdam for fostering a positive research culture

## Target group

- PhD candidates, junior researchers, Postdoctoral researchers, Assistant, Associate and Full professors, lecturers, heads of department and those with a leadership role (e.g. dean of faculty)

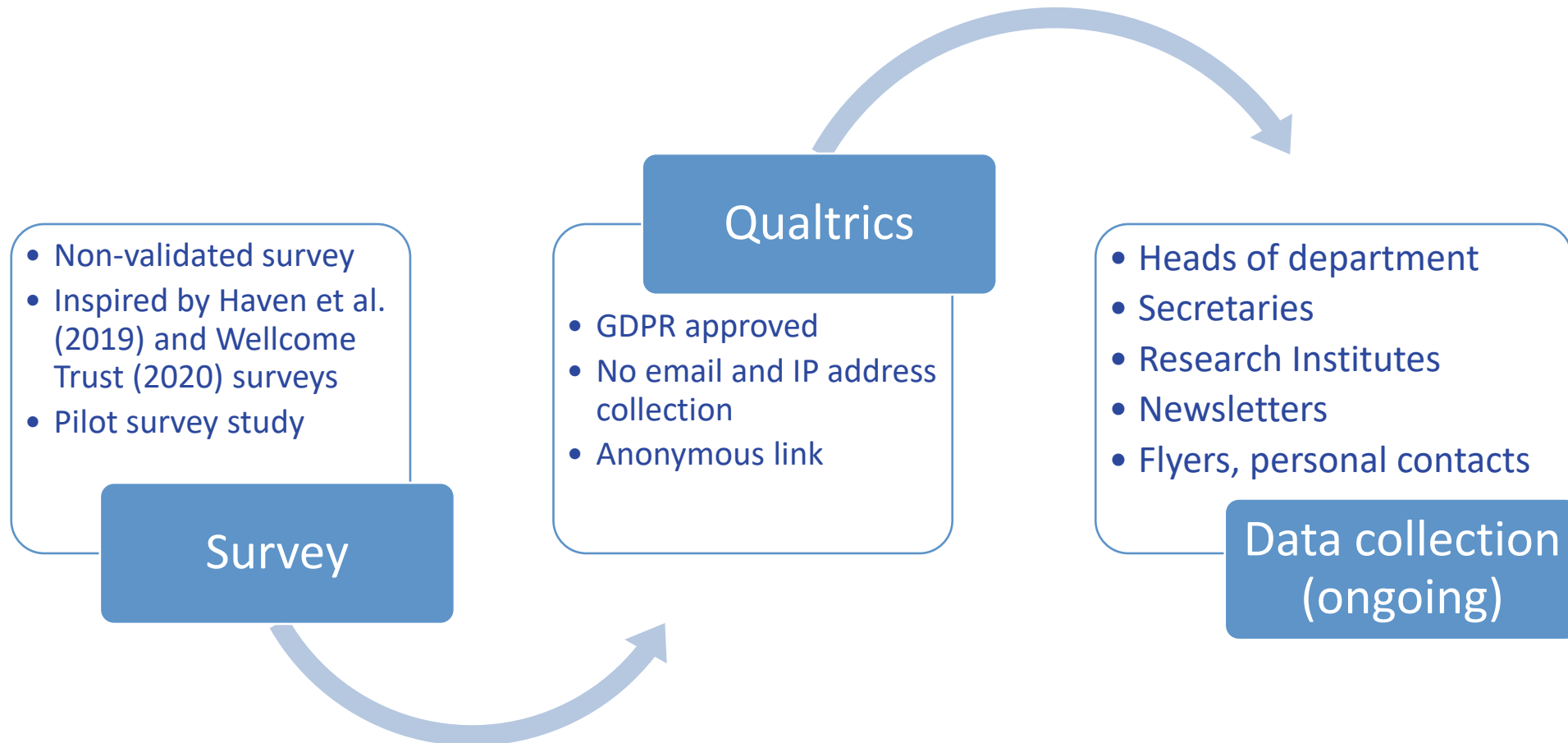
## Focus

- Responsible Conduct of Research (e.g. authorship and collaboration, OS, supervision, training)
- Recognition & Rewards (e.g. quality vs quantity, collaboration, society impact)
- Well-being & social safety

## Outcomes

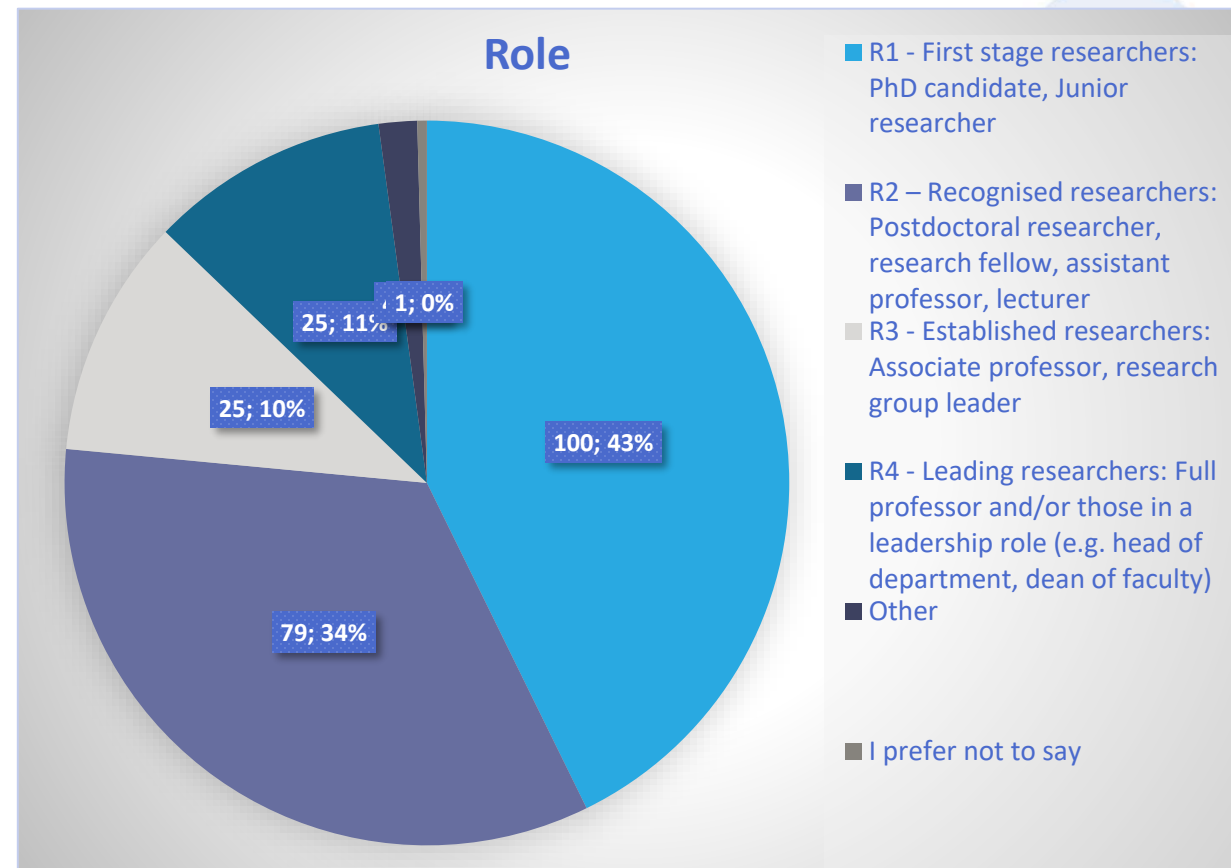
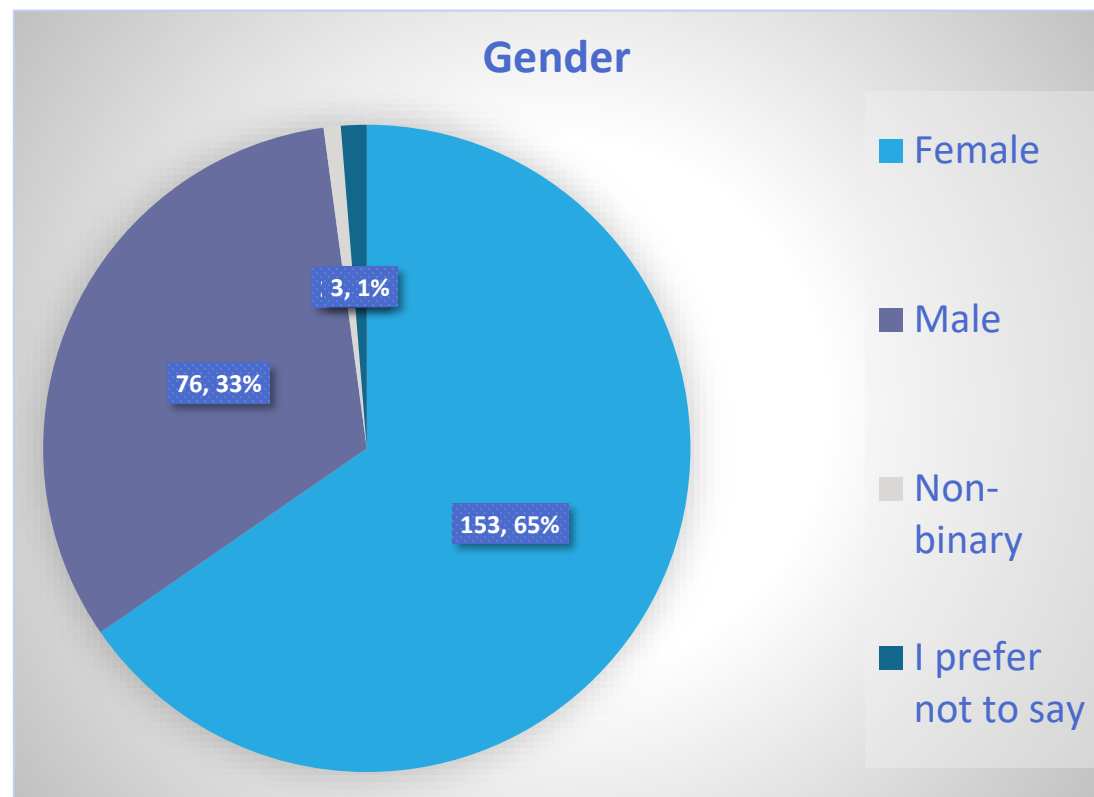
- Recommendations to redefine current institutional policies
- Initiatives to raise awareness for a positive research culture
- Joint study with UCC & UJl

# Assessing the perceptions, experiences and needs of researchers in Amsterdam for fostering a positive research culture



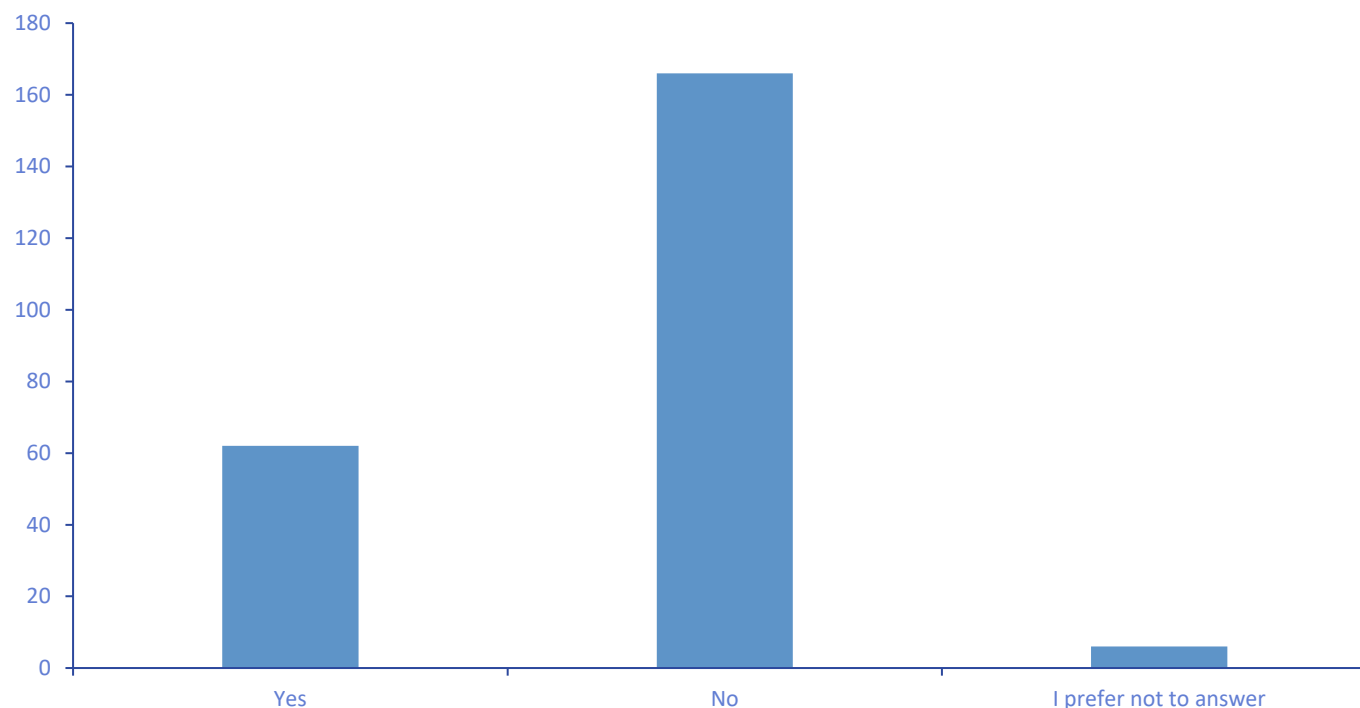
# Assessing the perceptions, experiences and needs of researchers in Amsterdam for fostering a positive research culture – preliminary results

234 responses (by the 4th November)



# Assessing the perceptions, experiences and needs of researchers in Amsterdam for fostering a positive research culture – preliminary results

Do you identify with a group you feel is underrepresented in academia  
(e.g. due to ethnicity, gender identity, sexual orientation, disability or additional needs)?

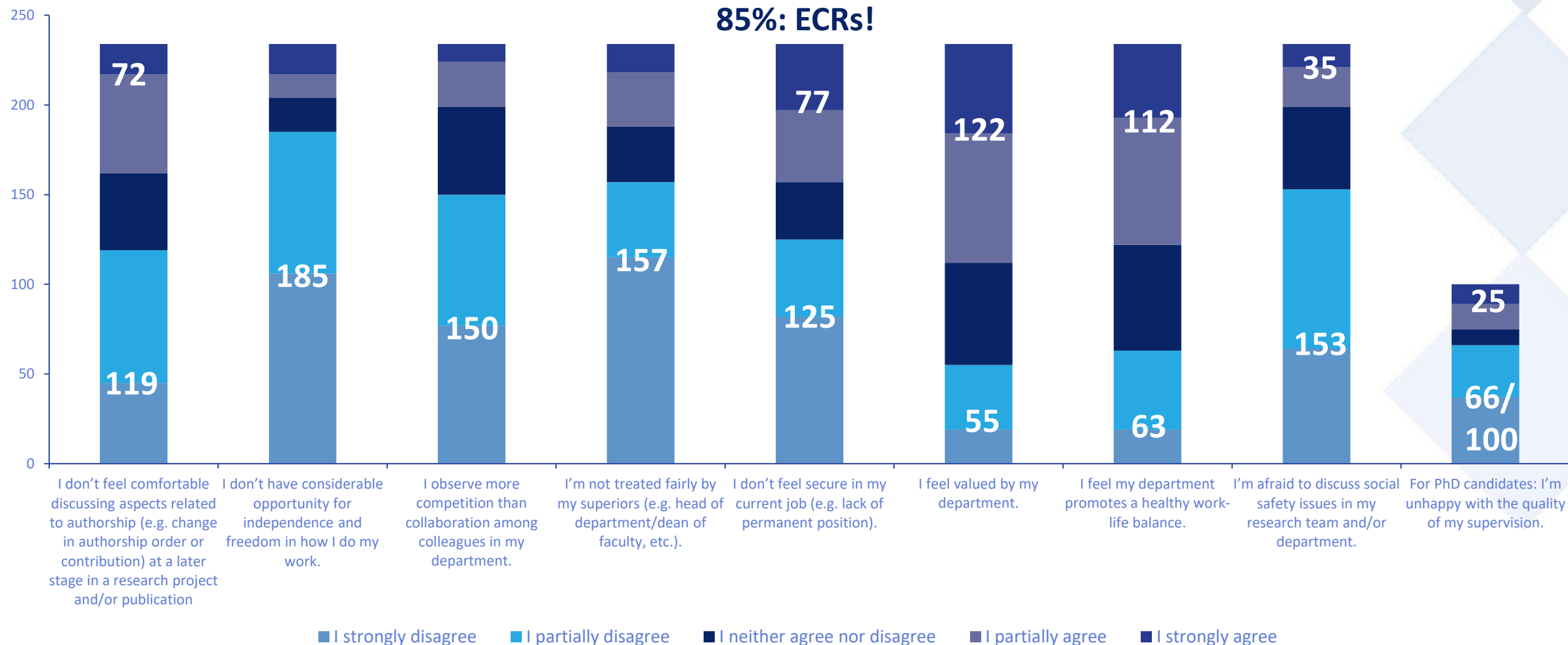


- ✓ Women  
(underrepresentation in higher academic roles)
- ✓ LGBTQ+
- ✓ Race/Religion/Ethnicity
- ✓ International background

# Assessing the perceptions, experiences and needs of researchers in Amsterdam for fostering a positive research culture – preliminary results

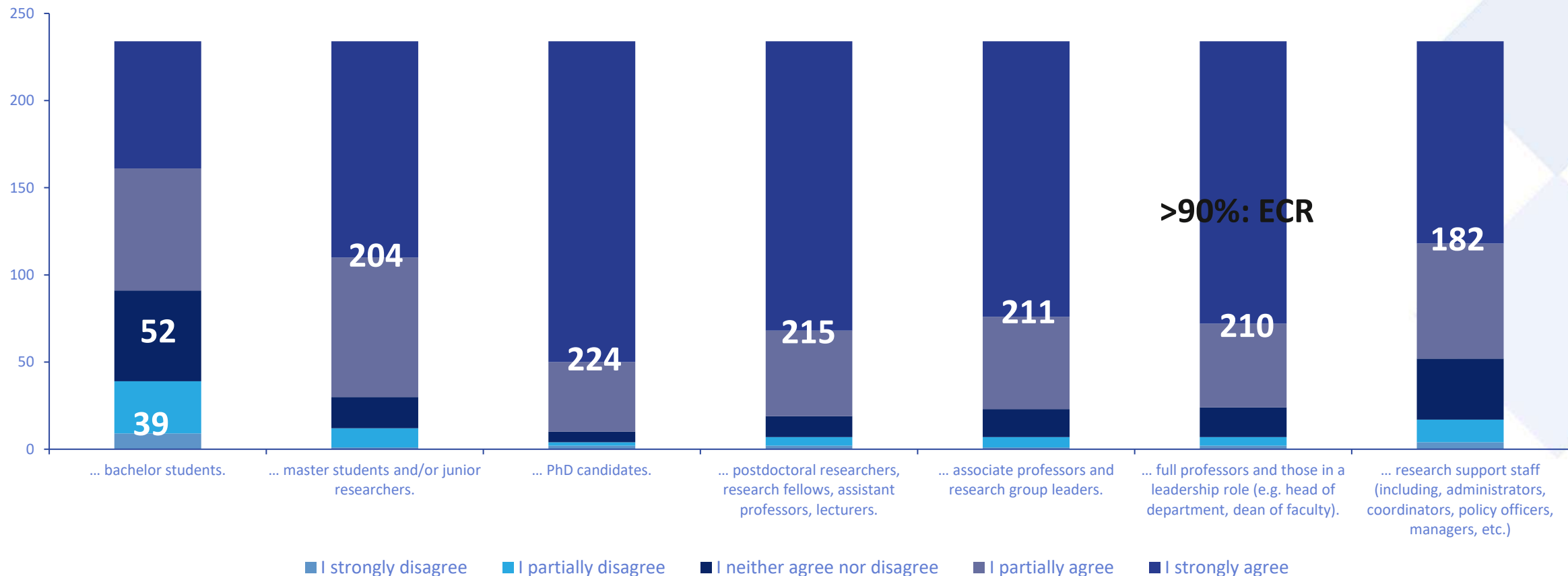
To what extent do you agree with the following statement...

**85%: ECRs!**



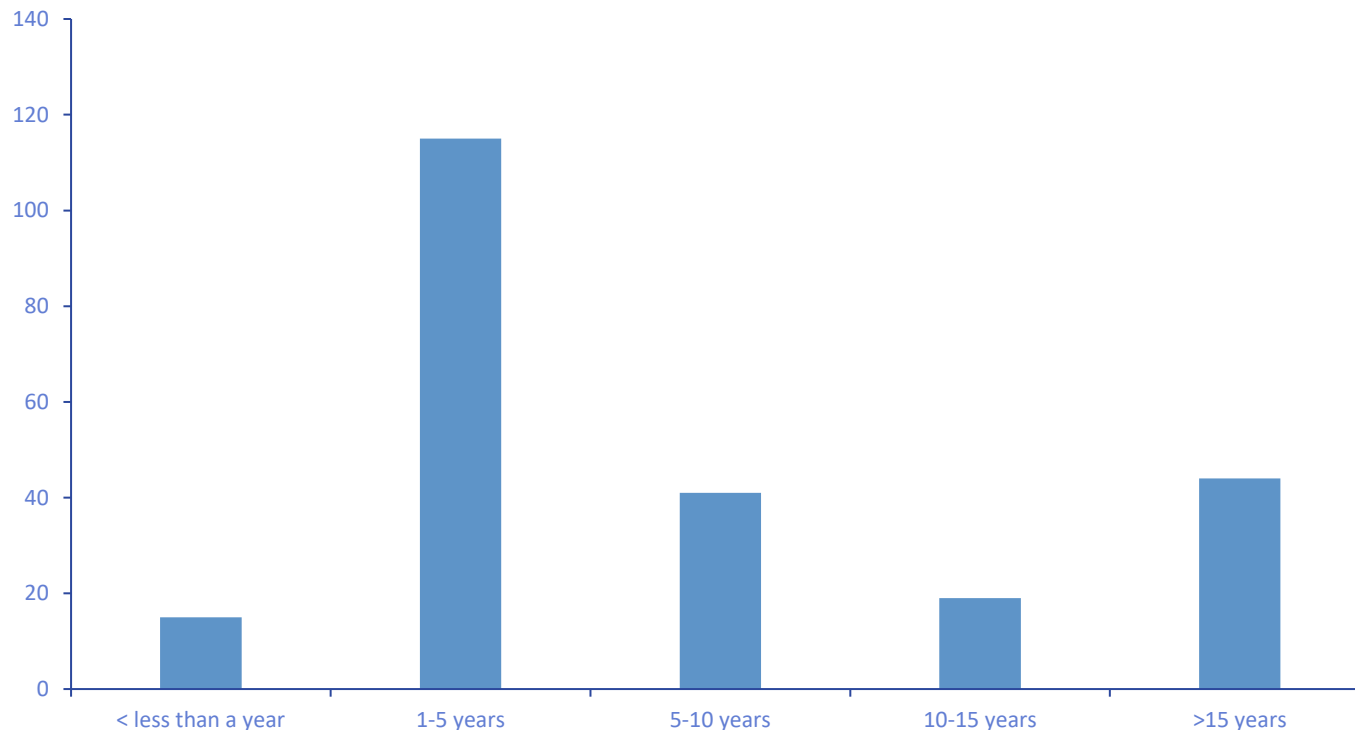
# Assessing the perceptions, experiences and needs of researchers in Amsterdam for fostering a positive research culture – preliminary results

*I believe training should be undertaken and made mandatory to...*

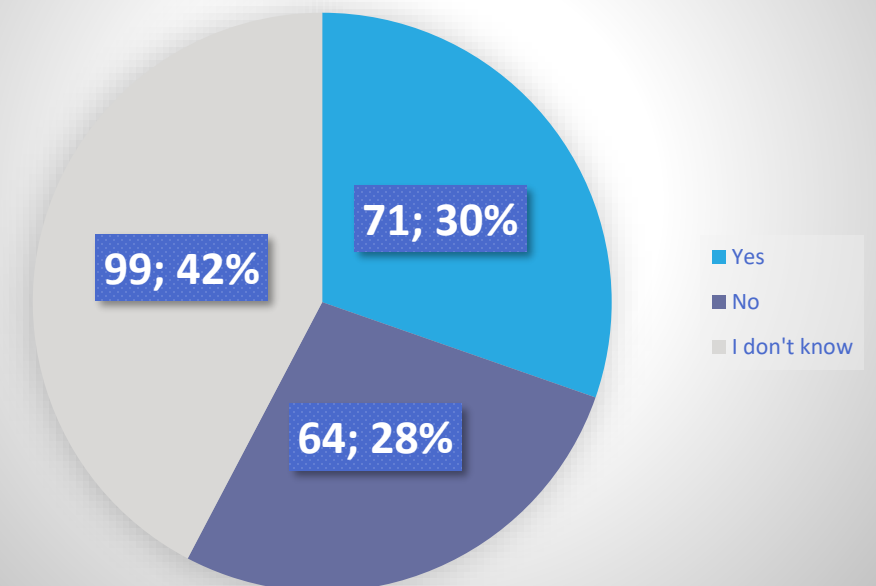


# Assessing the perceptions, experiences and needs of researchers in Amsterdam for fostering a positive research culture – preliminary results

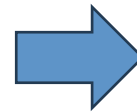
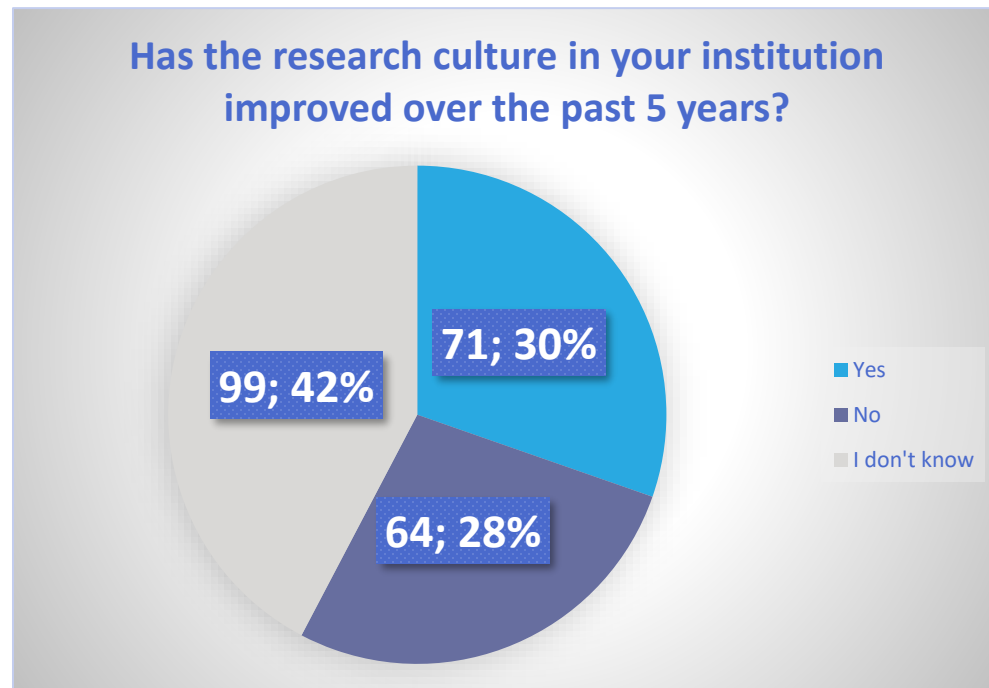
How long have you been working at your current Institution?



Has the research culture in your institution improved over the past 5 years?



# Assessing the perceptions, experiences and needs of researchers in Amsterdam for fostering a positive research culture – preliminary results



Open science, social safety awareness, infrastructure and personnel (VPs, Ombudsperson), training,...

Budget cuts, competition, publish or perish culture, bureaucracy, unclear criteria for promotion, lack of management skills from heads of department,...

# Assessing the perceptions, experiences and needs of researchers in Amsterdam for fostering a positive research culture – preliminary results



# Assessing the perceptions, experiences and needs of researchers in Amsterdam for fostering a positive research culture – preliminary results

Full study and collaborative analysis with UCC  
and UJI in 2026!

QUESTIONS'



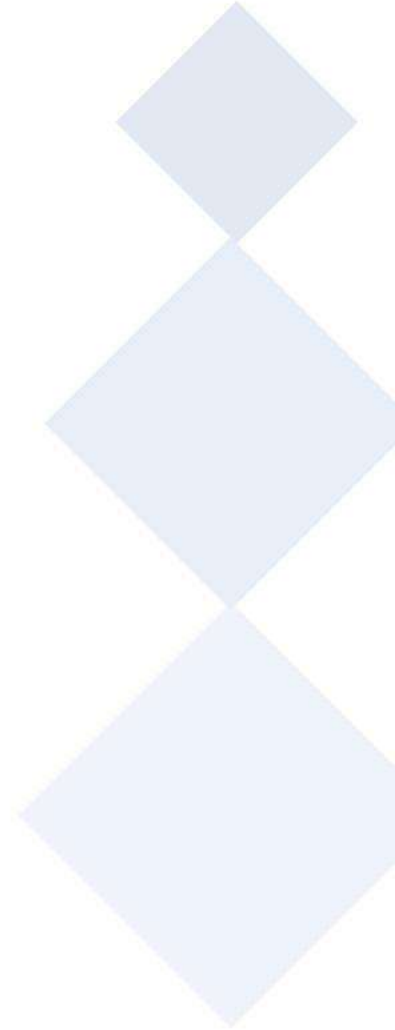
# CATALISI

Catalysation of institutional transformations  
of Higher Education Institutions through  
the adoption of acceleration services

## UJI RC survey

11/13/2025

# What you ask for vs. what you get



# Laura Bernal-Sánchez

Technical secretariat of research ethics committees  
Research and Transfer Management Service (SEGIT)  
Research staff in training



# Aim of the communication

- Present some survey results
  - What Do We Think About How Our Research Is Scientifically Evaluated? – Survey Results

# CoARA y ENCA-UJI




URI permanente para esta colección <http://hdl.handle.net/10234/734880>

Evaluación de la actividad investigadora (CoARA-UJI)

Web: <https://www.uji.es/investigacio/base/coara/>

Estrategia de Ciencia Abierta (ENCA-UJI)

Web: <https://www.uji.es/investigacio/base/enca/>

<https://repositori.uji.es/collections/509c8e95-120e-43df-9f62-5984d9c69b04>

# METHODOLOGY: POPULATION AND SAMPLE



**POPULATION:** 976 members of the university community (teaching and research staff), as of 10/09/2024. **SAMPLE:** 330 responses (33.81% of the population).

**CONFIDENCE LEVEL:** 95%

**MARGIN OF ERROR:**  $\pm 4.39\%$  The calculation assumes maximum population heterogeneity, with  $p = q = 50\%$ , and considers a finite population.

**DATA COLLECTION PERIOD:** Between November 25 and December 22, 2024.

**FORMAT:** Online (via the Qualtrics platform)

## GROUP R1:

- Assistant
- Researcher (without a PhD)
- Senior Research Technician (without a PhD)
- Research Staff in Training (*Programs: FPI State Plan, FPU State Plan, Generalitat Valenciana, Prometeo GV, UJI internal program, Santiago Grisolia GV*)

## GROUP R2:

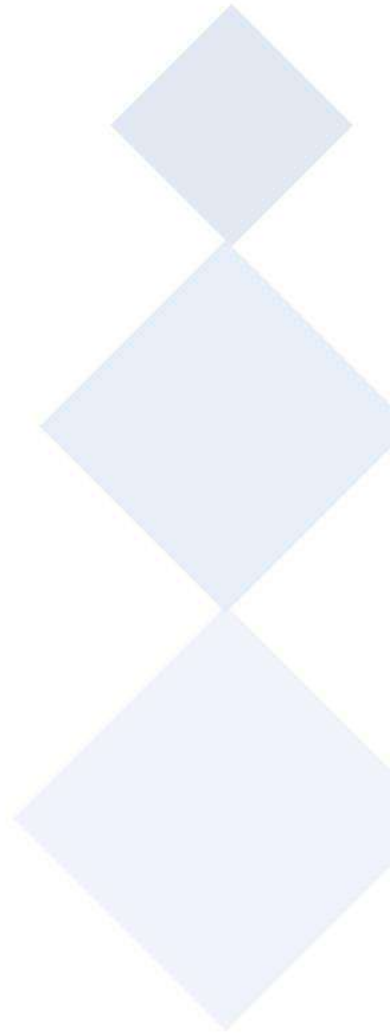
- Assistant Professor with PhD – Type I
- Assistant Professor with PhD – Type II
- Contracted Researcher with PhD (*Program: PICD UJI*)
- Postdoctoral Researcher (*Programs: GenT – PhD with international experience, GV, Juan de la Cierva–Training, Juan de la Cierva–Incorporation, State Plan, UJI internal program, Ramón y Cajal*)
- Researcher (with PhD)
- Senior Research Technician (with PhD)

## GROUP R3:

- Associate Professor
- University School Chair
- Contracted Professor with PhD
- Research Staff (*Program: GenT – Excellence PhD*)
- Associate Professor at University School
- Collaborating Professor
- Visiting Professor

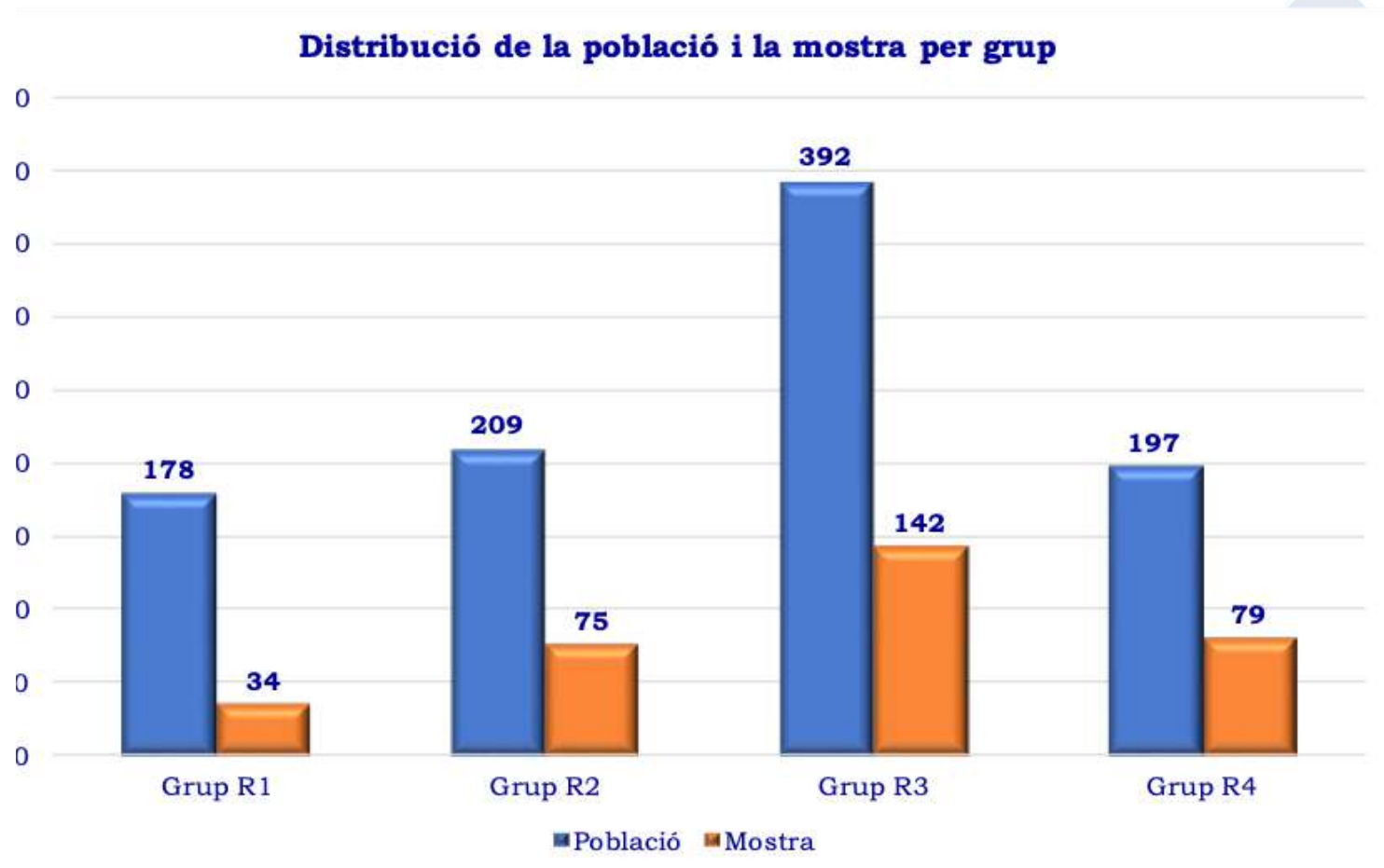
## GROUP R4:

- University Chair



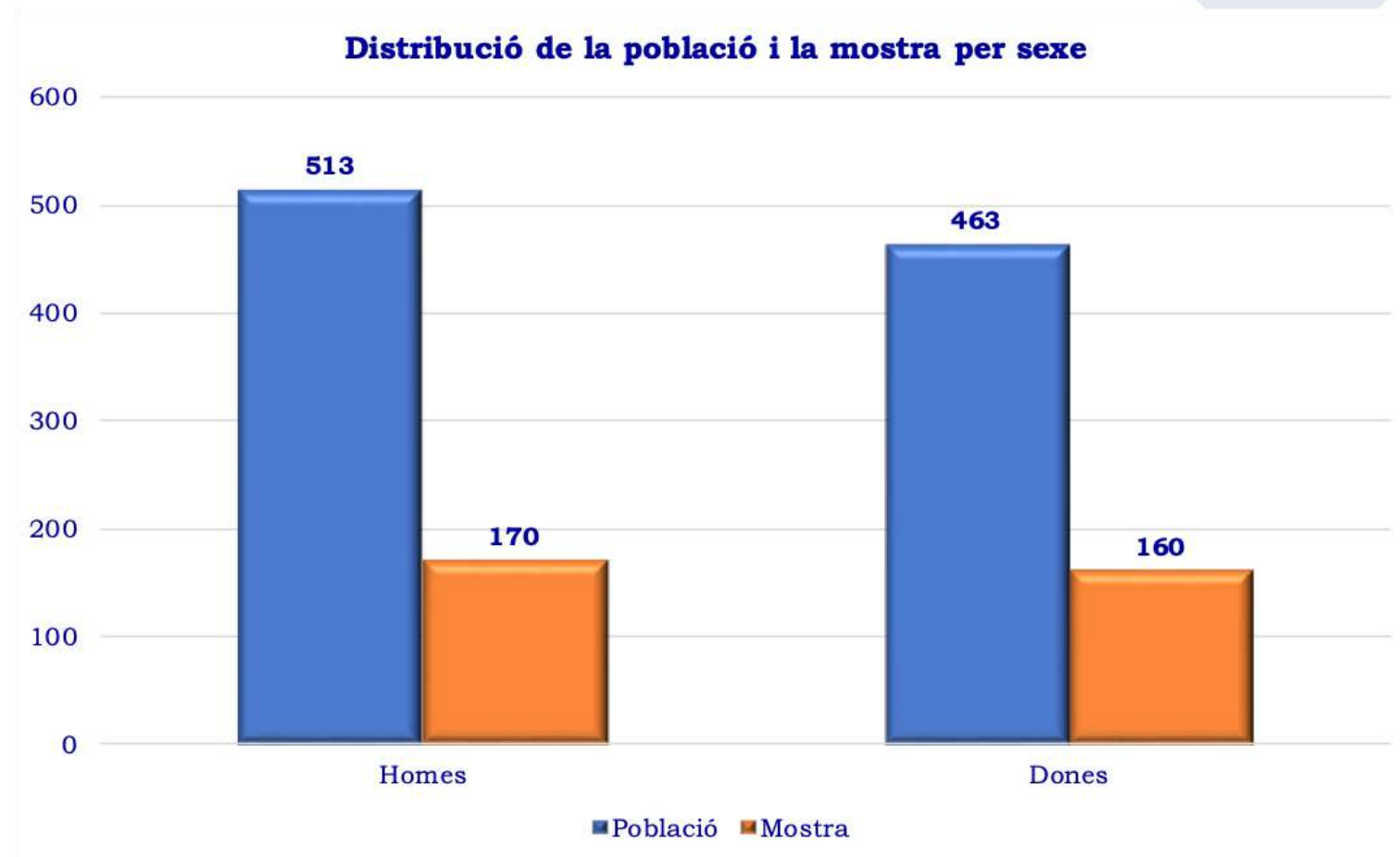
The sample maintains a proportional representation across all four groups.

- R3 having the largest share in both the population (392) and the sample (142).
- R1 group, shows the lower participation, as only 31 out of 178 people have responded.



**The chart highlights a proportional balance between men and women in both the population and the sample, with men slightly more represented overall.**

Specifically, 513 men and 463 women make up the population, while the sample includes 170 men and 160 women.



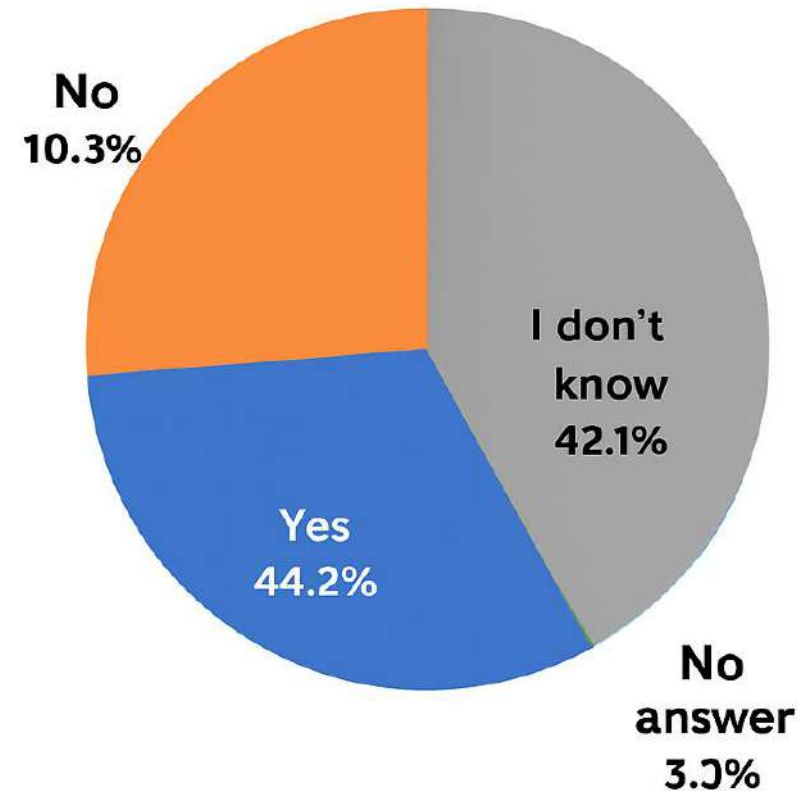
A mural on a purple wall depicts a man with glasses and a white lab coat pouring a vibrant green liquid from a test tube into a beaker. In the background, a green, frog-like creature with large eyes and a small fish are visible against a backdrop of orange and yellow lightning bolts. The scene is set against a dark purple background.

## Key Findings on Research Culture

2400. PRIVATE PARKING

## Has the research culture at UJI improved in the last 5 years?

- 44.2% of respondents (146 out of 330) believe that UJI's research culture has improved over the past five years.
- **However, a nearly equal proportion, 42.1% (139 respondents) express uncertainty, answering 'I don't know'.**



## How much do you agree that UJI promotes a culture of...?

Ó PROMOCIÓ UJI:

1 que l'UJI promou una cultura de ...



...responsible conduct in research (e.g., fair authorship practices)

...open science

...citizen science and scientific dissemination

...reward and recognize the quality of research above quantity

...recognize other ways of disseminating scientific knowledge when assessing professional performance

...equity, diversity, and inclusion

...collaboration across groups, disciplines, and faculties

...good supervision

## How much do you agree that UJI promotes a culture of...?

...responsible conduct in research (e.g., fair authorship practices)

- **Nearly 67.3% of respondents recognize a clear institutional commitment to ethical authorship and research behavior.**

...open science

- **While 62.7% show positive alignment, the relatively high neutrality indicates that open science practices may still lack visibility or consistent implementation.**

..reward and recognize the quality of research above quantity

- **Only 15.7% totally agree and 36.1% partially agree**

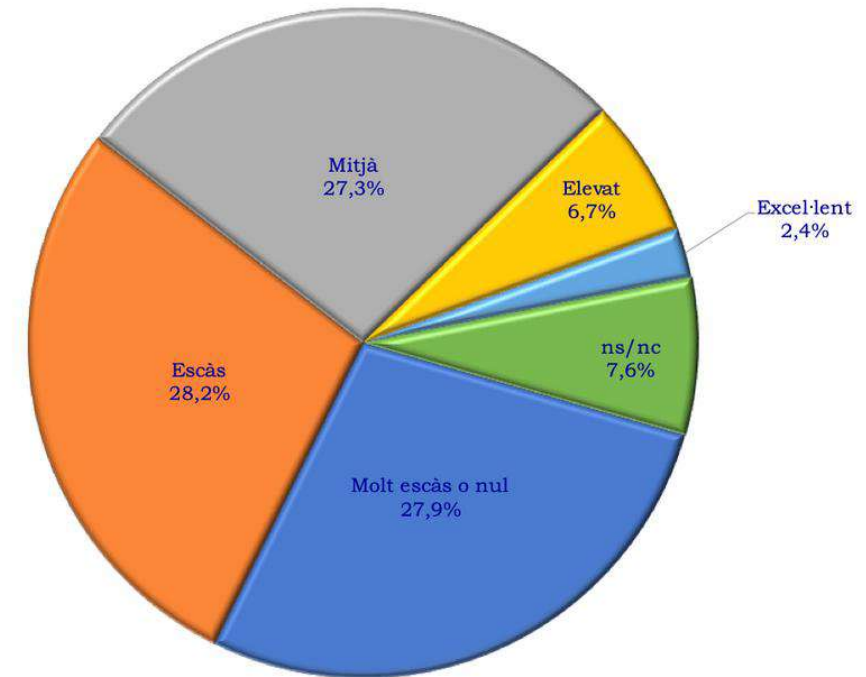
..good supervision

- **With 61.4% agreement, the data reflects a generally favorable perception of supervisory support.**

## How would you rate your knowledge of the different open access publishing routes?

- Almost **56.1% of respondents** rated their knowledge of open access publishing channels as very poor (27.9%) or poor (28.2%), revealing a widespread lack of familiarity.
- **Only 2.4% of participants** considered their knowledge to be excellent.

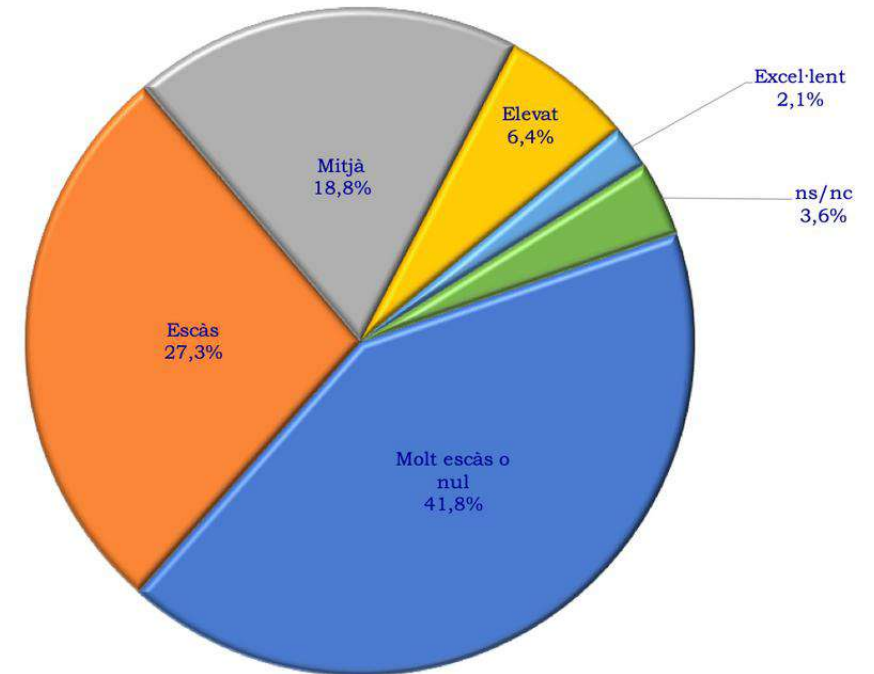
**SOBRE CONEIXEMENT DE L'ACCÉS OBERT:**  
Com qualificaries el teu nivell de coneixement de les diferents vies (verda, daurada, bronze, híbrida o diamant/platí) per a la publicació en accés obert?



## How much do you know about COARA?

- A **69.1% of respondents report having very little (41.8%) or little (27.3%)** knowledge about CoARA, indicating limited awareness of the initiative.
- **Only 2.1% of participants rate their knowledge as excellent**, underscoring the need for broader dissemination and engagement efforts.

COALITION FOR ADVANCING RESEARCH ASSESSMENT (CoARA):  
Quin nivell de coneixement tens sobre la CoARA?





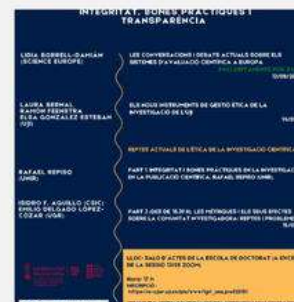
## VI Jornada de Ética de la Investigación. CoARA y la reforma del sistema de evaluación



## 2024 Ciencia Abierta y el futuro de la universidad



## 2023 Publicaciones, ciencia abierta y el futuro de la evaluación científica en España



## 2022 Integridad, buenas prácticas y transparencia



## 2021 La investigación y los retos en la era del publica o perece. Transparencia, publicación científica y comités de ética



## 2020 Transparencia, acceso abierto y sistema de evaluación de la investigación. Los cambios que vienen.



## Vídeo sesiones y materiales



## El consultorio: Ética e Integridad

Píldoras informativas

# Research Activity Assessment (CoARA-UJI)

28/06/2024 | INVEST Compartir [in](#) [w](#) [f](#) [@](#) [v](#) [e](#) [p](#)

In January 2023, the Governing Council of the Universitat Jaume I unanimously approved its **adhesion to the Coalition for the Advancement of Research Activity Assessment (CoARA)**. This agreement - adopted by the vast majority of Spanish universities and by the National Agency for Quality Assessment and Accreditation (ANECA) itself in April 2023 - involves the adoption of an **action plan for the progressive reform of internal research assessment systems, a commitment to be completed within five years (January 2028)**.

This page defines the **CoARA action plan for the Universitat Jaume I**. The plan is drawn up with the aim of improving the quality, execution and impact of research at the Universitat Jaume I and includes the principles on which the evaluation criteria and processes should be based: quality and impact, diversity, inclusion and collaboration.



 Agreement on Reforming Research Assessment

## Resources

SEE MORE



Coalition for Advancing Research Assessment



National chapter CoARA



Action plan  
**CoARA**  
2024-2027

Action Plan CoARA-UJI

## IV Annual Conference on Research Ethics, publications, open science and the future of scientific evaluation in Spain

Programme:

**28/09 17:00 "The future and possibilities of citizen science".**

Inauguration: Jesús Lancis, Vice-rector for Research at the Universitat Jaume I.

Speaker: Josep Perelló (University of Barcelona)

Moderator: Lluís Martínez León.

This presentation will be in Valencian.

**02/10 17:00 "Detecting anomalous patterns in scientific publications".**

Speakers: Emilio Delgado-López-Cózar and Alberto Martín Martín (University of Granada).

Moderator : Carlota Carretero

**03/10 17:00 "COARA Coalition: where is scientific evaluation heading?".**

Speaker: Eva Méndez (University Carlos III of Madrid)

Moderator: Ramón A. Feenstra

**04/10 17:00 "The future of open access in the framework of the National Open Science Strategy (ENCA)".**

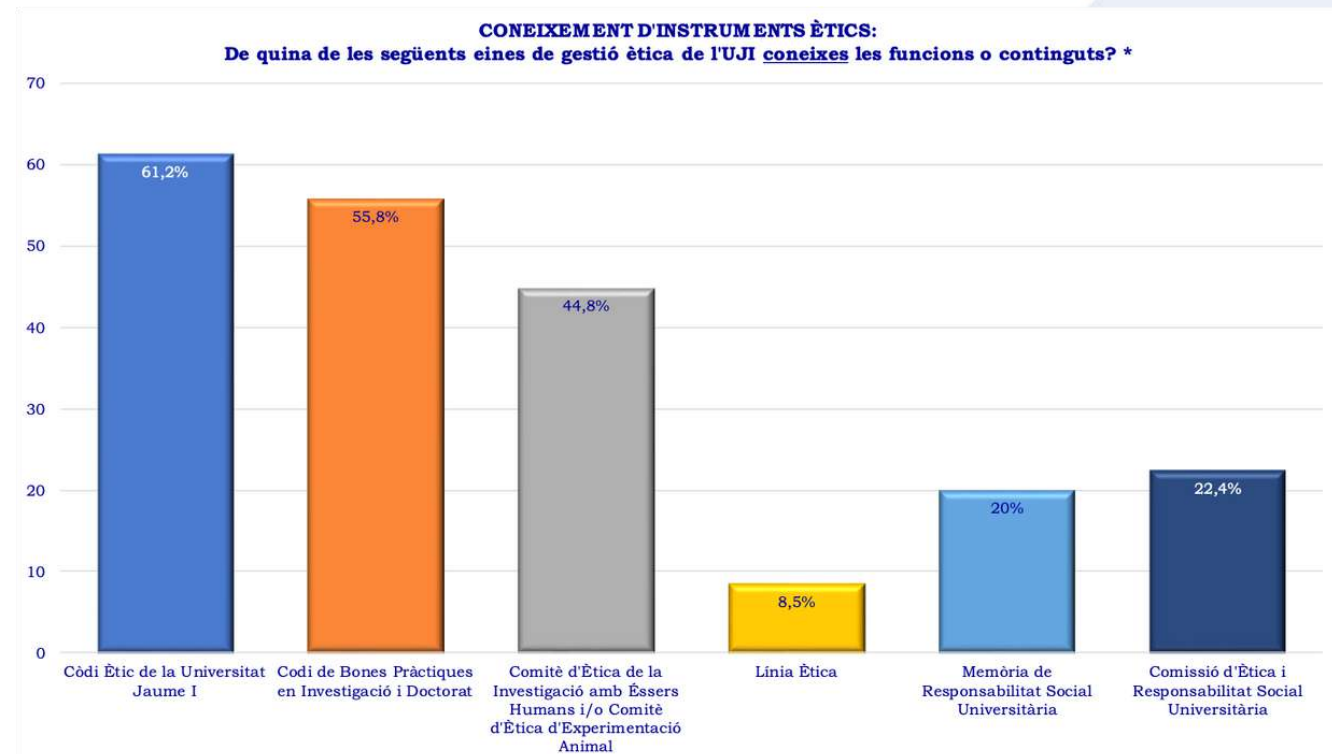
Speaker: Pilar Rico (FECYT)

Moderator: Laura Bernal- Sánchez



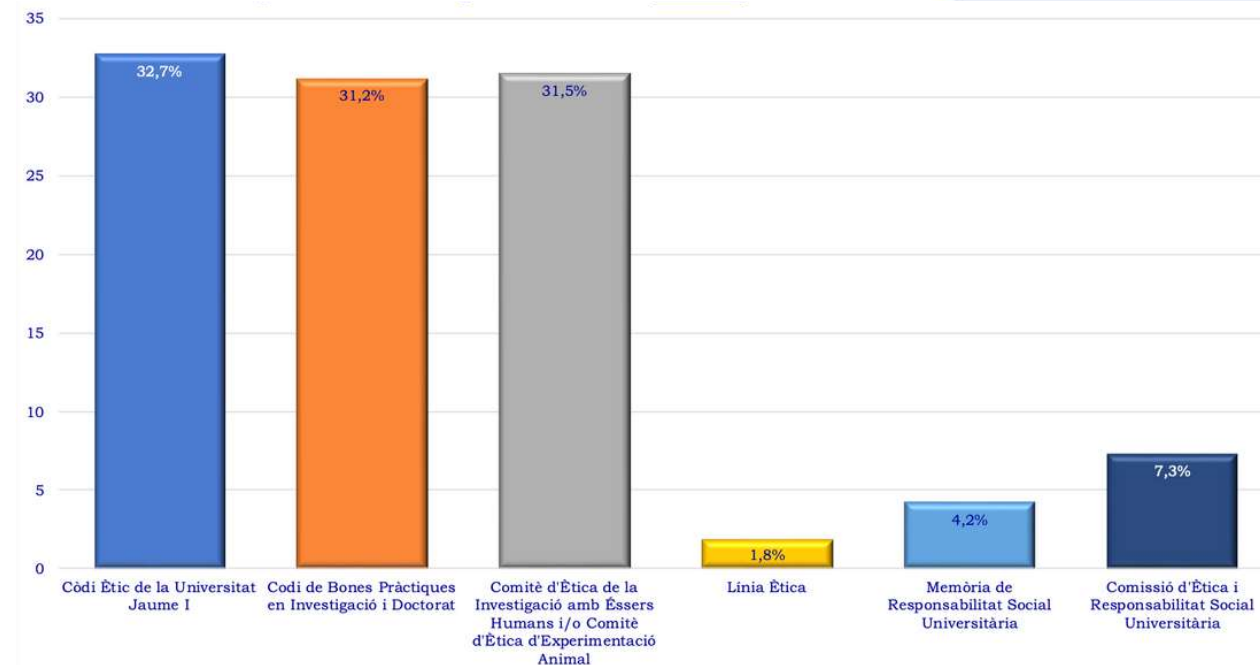
## Which of the following **tools** ethical management tools are you familiar with in terms of their functions or content?

- The UJI Ethical Code is the most recognized tool, with 61.2% of respondents familiar with its functions or contents.
- In contrast, only 8.8% know about the Ethical Line, indicating a significant gap in awareness of this reporting mechanism.



## Which of the following ~~tools~~ ethical management tools do you regularly use or consult?

- While we can see significant differences between the three most commonly used tools in terms of usage, the same cannot be said for use, which remains consistent across all three cases.
- While more people are familiar with the code of good practice in research (55.8%) than with ethics committees (44.8%), **in terms of use, ethics committees (31.5%) are used more than the code of good practice (31.2%).**



## Effort -goal-achievement





CATALISI

**Thank you very  
much for your  
attention**

## To what extent do you agree with the following opinions on the use of quantitative indicators in assessment?

| Statement                                                        | %                                                                                                                                                                    |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| It is useful for evaluating research in my field.                | 29.3% of respondents totally agree                                                                                                                                   |
| Activities not reflected in the indicators could be disregarded. | 64.9% disagree (totally or partially) with the idea that non-measurable activities are irrelevant for evaluation, showing strong support for qualitative dimensions. |

## To what extent do you agree with the following opinions on the use of quantitative indicators in assessment?

| Statement                                                                                                                  | %                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| It can cause mental health problems.                                                                                       | <b>75.7% agree (partially or totally) that indicators can cause stress or anxiety a strong signal of emotional strain.</b> |
| Final result of the assessment depends largely on the knowledge of those being assessed regarding quantitative assessment. | <b>70.9% agree (partially or totally)</b>                                                                                  |
| It can lead to malpractice outcomes.                                                                                       | <b>4.8% agree (partially or totally)</b>                                                                                   |

- **Boost Participation and Representation** Develop targeted outreach strategies to increase engagement from underrepresented groups like R1, ensuring more balanced input across all segments.
- **Clarify and Communicate Institutional Progress** Address the high level of uncertainty by sharing clearer updates on improvements in research culture, using accessible formats and real examples to build trust and visibility.

- Strengthen Awareness of Ethical Tools and Practices Promote lesser-known resources such as the Ethical Line and CoARA through workshops, visual materials, and onboarding sessions to improve familiarity and usage.
- Enhance Training in Open Science and Evaluation Literacy Launch practical training sessions and guides to improve understanding of open access publishing and responsible evaluation, reducing stress and promoting fairer assessments.
- Integrate Qualitative Dimensions into Research Evaluation Revise evaluation frameworks to include non-measurable contributions, recognizing diverse research activities and reducing reliance on purely quantitative indicators.

# Group discussion questions

- ✓ What kind of policy advice is recommended to further stimulate a positive RC?
- ✓ How do we keep track of changing RC?
  - ✓ Measurable criteria?
- ✓ What initiatives are already happening for stimulating a positive RC?
  - ✓ Which tools, examples?

## Wrap up

**Changing researcher assessment  
and research culture: policy insights**





CATALISI

# 1300-1400 Lunch

