

# SuHAMK CoARAb Project:

“Strengthening the Qualitative Criteria for the Researcher Assessment at Häme University of Applied Sciences.”

## **NEW QUALITATIVE RESEARCHER ASSESSMENT CRITERIA**

The new qualitative evaluation criteria to be used in the Principal Research Scientist Assessment at Häme University of Applied Sciences.

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## SuHAMK CoARAb Project

This document has been created as part of the SuHAMK CoARAb project at Häme University of Applied Sciences. The SuHAMK CoARAb project is part of the CoARA Cascade Boost Funding and funded by the European Union.

This 1-year EU funded project aims to develop new effective qualitative researcher evaluation criteria which will be mapped into HAMK's existing principal research scientist evaluation processes. The new qualitative researcher evaluation criteria support the recognition of diverse researcher skills and different researcher career paths, enhances HAMK's research quality and promotes transparency and accountability in the researcher evaluation processes. Strong collaboration with HAMK's principal research scientists, principal research scientist supervisors, the researcher evaluation team and other relevant HAMK personnel have helped identify the new qualitative evaluation criteria in this document. A new sustainable evaluation framework will be developed around these new criteria and comprehensive training on their active utilization will be provided to relevant HAMK personnel.

## The New Qualitative Evaluation Criteria

Over 80% of relevant HAMK personnel have participated in a range of fieldwork, including surveys, semi-structured interviews and workshops to help identify and develop the new qualitative evaluation criteria for principal research scientists. The new criteria have been divided into different themes, to help with coherency. However, some of the criteria can be captured through multiple tools and can be used to highlight different researcher skills and experience. Whilst researcher evaluation criteria have been focused upon, qualitative evaluation criteria for research have also been considered.

## New Tools and Processes

New tools for both processes have also been developed to help the evaluators effectively identify and use the new evaluation criteria during the evaluation. The new criteria will be first integrated into HAMK principal research scientist recruitment process and tenure track evaluation process. Both processes have been modified, and new tools have been developed to enable the effective use of the new qualitative evaluation criteria. These new tools alongside the newly developed recruitment and tenure track evaluation processes will be published later. An overview of the tools is, however, provided below.

Recruitment Process	Tenure Track Process
<b>TENK CV- HAMK modified template</b> <ul style="list-style-type: none"> <li>➤ Applicants will provide a TENK CV with extra information needing to be added to some sections. Instructions and the modified template are provided.</li> </ul>	<b>RUN EU PLUS SELF-ASSESSMENT TOOL</b> <ul style="list-style-type: none"> <li>➤ Researchers will need to conduct a self-assessment using the online tool mentioned above. This will be conducted during the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> evaluation stages. The self- assessment will be discussed with the supervisor.</li> </ul>
<b>LIST OF PUBLICATIONS</b> <ul style="list-style-type: none"> <li>➤ Applicants will provide an up-to-date list of publications.</li> </ul>	<b>RESEARCH PLAN</b> <ul style="list-style-type: none"> <li>➤ The researchers will conduct a clear research plan with their respective supervisors at the 1<sup>st</sup> evaluation stage. A progress overview will be conducted at the</li> </ul>

	2 <sup>nd</sup> evaluation stage and new objectives outlined. A final overview of the research plan and its successful implementation will be conducted at the 3 <sup>rd</sup> stage evaluation.
<b>HAMK RESEARCH PLAN TEMPLATE</b> <ul style="list-style-type: none"> <li>➤ Applicants will provide a HAMK appropriate research plan. A template of the research plan will be provided</li> </ul>	<b>COMPETENCE WEB DIAGRAMS</b> <ul style="list-style-type: none"> <li>➤ A spiderweb diagram will be created for each researcher plotting their current competence levels at the 1<sup>st</sup> evaluation stage. Needed career development support will be arranged accordingly. This will continue to be adjusted at the 2<sup>nd</sup> evaluation stage and a final overview of progress will be conducted at the 3<sup>rd</sup> evaluation stage.</li> </ul>
<b>INTERVIEW PREPARATION TEMPLATE</b> <ul style="list-style-type: none"> <li>➤ Applicants will fill in an interview preparation template which contains certain interview questions. This will be sent to the recruiters and/or evaluators prior to the interview. Instructions and the template will be provided.</li> </ul>	<b>TENK CV</b> <ul style="list-style-type: none"> <li>➤ Amendments to the TENK CV need to be made during the tenure track process. The progress made to the TENK CV will then be evaluated at the 3<sup>rd</sup> evaluation stage.</li> </ul>
<b>RESEARCH PLAN PRESENTATION</b> <ul style="list-style-type: none"> <li>➤ Applicants will be asked to conduct a 10-minute research plan presentation at the interview. Instructions for the presentations, including important focus points, will be provided to the applicants.</li> </ul>	<b>LIST OF PUBLICATIONS</b> <ul style="list-style-type: none"> <li>➤ Amendments to the list of publications need to be made during the tenure track process. The progress made to the list of publications will then be evaluated at the 3<sup>rd</sup> evaluation stage.</li> </ul>

## Researcher Specific Criteria

Academic Publications		
Criteria	Description	Tool/s
Variation in role	<ul style="list-style-type: none"> <li>- desirable to see variation of authorship roles especially for senior researchers.</li> <li>- Sole authorship is also important</li> <li>- <b>Here variation is desirable. The more variation there is, especially when there is a considerable number of publications the better.</b></li> </ul> <p><b>For early career researchers, sole authorship is understandable, but variation is the target.</b></p>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>
Variation of collaborations	<ul style="list-style-type: none"> <li>- desirable to see variation of collaborations (with different authors)</li> <li>- <b>Here a variation of authors is desirable. Seeing that the applicant can cooperate with different authors and in different sized collaborations.</b></li> </ul> <p><b>This is especially important when there is a more senior researcher in question.</b></p>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> <li>- <b>List of Publications</b></li> </ul>
Activeness in publishing	<ul style="list-style-type: none"> <li>- It is important to see activeness in publishing and that there are no 'unexplained' gaps in publishing.</li> <li>- For senior researchers this is also very important.</li> </ul> <p><b>Here, seeing consistency is important. However, it is important to consider career breaks or employment in other professions. However, it is desirable to see that their publishing is consistent and steady</b></p>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> <li>- <b>List of Publications</b></li> </ul>
Open access publishing	<ul style="list-style-type: none"> <li>- Desirable to see open access being promoted in research publications.</li> <li>- <b>This is desirable but needs to be approached with caution. Open access publishing is not always easy and has only been promoted in recent years. This is a desirable criterion but not a deciding factor.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> <li>- <b>List of Publications</b></li> </ul>
Interdisciplinary and specialization of published research	<ul style="list-style-type: none"> <li>- Desirable to see a variation in both specialization and interdisciplinary.</li> <li>- <b>Here as HAMK is strategically moving towards the interdisciplinary approach so interdisciplinary is important.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>

Extent of research dissemination	<ul style="list-style-type: none"> <li>- desirable to see that research has been communicated via different channels and to different audiences</li> <li>- Desirable to see the promotion of open access channels and dissemination methods.</li> <li>- <b>Here it is desirable to see that different dissemination methods, channels and platforms are familiar. The more variation the better. Again, more should be expected from senior researchers.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version).</li> </ul>
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Applied Research		
Criteria	Description	Tool/s
Variation in role	<ul style="list-style-type: none"> <li>- Desirable to see variation of roles especially for senior researchers.</li> <li>- <b>Here a variation of the role is desirable, especially if we are concerned with a senior researcher.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>
Variation of project collaborations	<ul style="list-style-type: none"> <li>- desirable to see variation of collaborations (with different authors)</li> <li>- <b>Here a variation of authors is desirable. Seeing that the applicant can cooperate with different authors and in different sized collaborations.</b></li> <li>- <b>This is especially important when there is a more senior researcher in question.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>
Variation of stakeholders in applied research projects	<ul style="list-style-type: none"> <li>- Desirable to see variation in different types of stakeholders used and incorporated into the research.</li> <li>- <b>Here the variation in stakeholders is important. The extent to which these stakeholders have been included can be further explored at the 2<sup>nd</sup> stage of recruitment.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>
Activeness in practical research	<ul style="list-style-type: none"> <li>- It is desirable to see activeness in conducting applied research.</li> <li>- However, it is important to consider career breaks and employment in other duties</li> <li>- For senior researchers this is also very important.</li> <li>- <b>Here it is desirable to see consistent and recent experience with conducting applied research. More senior researchers will be expected.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>

Interdisciplinary approach (use of multiple researchers, disciplines, partners etc.)	<ul style="list-style-type: none"> <li>- Desirable to see a variation in both specialization and interdisciplinary.</li> <li>- <b>Here as HAMK is strategically moving towards the interdisciplinary approach so interdisciplinary is important.</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Extent of research dissemination	<ul style="list-style-type: none"> <li>- Desirable to see that research has been communicated via different channels and to different audiences</li> <li>- Desirable to see the promotion of open access channels and dissemination methods.</li> <li>- <b>Here it is desirable to see that different dissemination methods, channels and platforms are familiar. The more variation the better. Again, more should be expected from senior researchers.</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Open access to research	<ul style="list-style-type: none"> <li>- Desirable to see open access being promoted in applied research.</li> <li>- <b>This is desirable but needs to be approached with caution. Open access publishing is not always easy and has only been promoted in recent years. This is a desirable criterion but not a deciding factor.</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)

Funding Applications		
Criteria	Description	Tool/s
Variation of role	<ul style="list-style-type: none"> <li>- Desirable to see variation of roles in funding applications,</li> <li>- Good to see different experiences in writing funding applications,</li> <li>- <b>Here, it is desirable to see that researchers have a variation in experience in completing funding applications. This is important for senior researchers</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Variation of funding sources applied to	<ul style="list-style-type: none"> <li>- Desirable to see a variation of different funding sources applied to,</li> <li>- <b>Here it is important to see that the researcher is willing and able to apply to different funders</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Quality of funding applications	<ul style="list-style-type: none"> <li>- It is desirable to see that researchers can complete good quality funding applications.</li> <li>- <b>Here it is important to see a good amount of funding applications which have</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)

	<b>received good feedback. This can include both successful and unsuccessful applications.</b>	
Activeness in funding applications	<ul style="list-style-type: none"> <li>- Desirable to see consistency in funding applications,</li> <li>- <b>Here it is important to see that funding applications or grant applications have been consistently or recently applied for. Recent experience is valuable but needs to be considered alongside other professional experience or career breaks</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>

## Research Dissemination Skills

Criteria	Description	Tool/s
Variation of communication platforms used	<ul style="list-style-type: none"> <li>- Desirable to see a variation of platforms being used to disseminate results, research and outputs,</li> <li>- Desirable to see different 'audiences' being targeted through different platforms,</li> <li>- Live communication is especially important</li> <li>- Desirable to see different 'audiences' being targeted through different platforms,</li> <li>- Acknowledgement of the importance of utilizing different platforms.</li> <li>- <b>Here it is important to see that researchers are familiar with different forms of dissemination platforms. Variation is important.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> <li>- <b>Pre-Interview Preparation Template</b></li> </ul>
Variation of languages used	<ul style="list-style-type: none"> <li>- Desirable to see projects, research and results being disseminated in languages of relevant audiences</li> <li>- English is important to reach wider audiences,</li> <li>- <b>Here it is desirable to see that English is used but also that the language of the stakeholders or audiences is used. This can be further explored in the 2<sup>nd</sup> stage of recruitment</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>
Variation of target audiences	<ul style="list-style-type: none"> <li>- Desirable to see a variety of target audiences to which dissemination activities have been prepared and designed for,</li> <li>- Desirable to see a variety of target audiences to which dissemination activities have been prepared and designed for,</li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> <li>- <b>Pre-Interview Preparation Template</b></li> </ul>



	<ul style="list-style-type: none"> <li>- Desirable to see acknowledgement for the need to use different platforms for different audiences.</li> <li>- <b>Here it is important to see that researchers can disseminate information to different types of audiences, especially outside the academic circles.</b></li> </ul>	
Open access to research	<ul style="list-style-type: none"> <li>- Desirable to see open access being promoted.</li> <li>- <b>This is desirable but needs to be approached with caution. Open access publishing is not always easy and has only been promoted in recent years. This is a desirable criterion but not a deciding factor.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>

## Communication Skills

Criteria	Description	Tool/s
Variation of communication platforms used	<ul style="list-style-type: none"> <li>- Desirable to see a variation of platforms being used to disseminate results, research and outputs,</li> <li>- Desirable to see different 'audiences' being targeted through different platforms,</li> <li>- <b>Here it is important to see that researchers are familiar with different forms of dissemination platforms. Variation is important.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>
Variation in mediums used to present research and data	<ul style="list-style-type: none"> <li>- Desirable to see a variation in the different materials and mediums which have been used to disseminate research</li> <li>- <b>Here it is important to see variation in different types of forms which research has been communicated</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>
Role in funding applications	<ul style="list-style-type: none"> <li>- Desirable to see variation of roles in funding applications,</li> <li>- <b>Here it is good to see different experiences in writing funding applications,</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>
Role in publications	<ul style="list-style-type: none"> <li>- desirable to see variation of authorship roles especially for senior researchers.</li> <li>- <b>Here, it is important to see that researchers can take on different roles and responsibilities in publications</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>

Preparation of marketing and pitching material	<ul style="list-style-type: none"> <li>- Desirable to see a leading role in creating these marketing and pitching materials,</li> <li>- <b>Here it is important to see that researchers have different roles and experiences in preparing marketing and pitching materials</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Preparation of educational materials	<ul style="list-style-type: none"> <li>- Desirable to see a leading role in creating these marketing and pitching materials,</li> <li>- <b>Here it is important to see that researchers have different roles and experiences in preparing marketing and pitching materials</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Variation of target audiences	<ul style="list-style-type: none"> <li>- Desirable to see variation in the audiences being targeted,</li> <li>- <b>Here it is important to see that researchers can create materials for different target audiences</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Variation in stakeholder collaborations	<ul style="list-style-type: none"> <li>- Desirable to see variation in the types of stakeholders collaborated with,</li> <li>- Desirable to see positive feedback and reviews from the stakeholders</li> </ul>	- <b>HAMK Pre-interview template</b>
Variation in stakeholder interaction, especially face-to-face interaction	<ul style="list-style-type: none"> <li>- Desirable to see variation in how stakeholders have been interacted with,</li> <li>- desirable to see face-to-face contact with stakeholders and live presence at events</li> </ul>	- <b>HAMK Pre-interview template</b>

Teamwork and Collaboration Skills		
Criteria	Description	Tool/s
Variation of authorship collaborations	<ul style="list-style-type: none"> <li>- desirable to see variation of collaborations (with different authors)</li> <li>- <b>Here a variation of authors is desirable. Seeing that the applicant can cooperate with different authors and in different sized collaborations.</b></li> <li>- <b>This is especially important when there is a more senior researcher in question.</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Variation of project collaborations	<ul style="list-style-type: none"> <li>- desirable to see variation of collaborations (with different project research groups and/or organizations)</li> <li>- <b>Here a variation of collaborations for different applied research is important.</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Variations in educational collaboration	<ul style="list-style-type: none"> <li>- Desirable to variation in different academic and educational collaborations across different applied research, preparation of</li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)

	<p>materials, and other educational development</p> <ul style="list-style-type: none"> <li>- <b>Here, there is a variation in research-based and collaborative development of teaching, teaching methods are important and educational institutions as stakeholders or partners in applied research are important.</b></li> </ul>	
Variation of partner collaborations	<ul style="list-style-type: none"> <li>- Desirable to see variation in the types of partners collaborated with in applied research projects.</li> <li>- <b>Here, variation in partner collaborations is important.</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Variation of interdisciplinary collaborations	<ul style="list-style-type: none"> <li>- Desirable to see interdisciplinary collaboration,</li> <li>- <b>Here interdisciplinary is important as is the variety of interdisciplinary experience. This can be further explored in the 2<sup>nd</sup> stage of the recruitment</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Variation of stakeholder collaborations	<ul style="list-style-type: none"> <li>- Desirable to see variation in the types of stakeholders collaborated with</li> <li>- <b>Here the amount and variance in stakeholder collaboration is important. The extent and quality of stakeholder collaboration can be further explored at the 2<sup>nd</sup> stage of recruitment.</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Demonstrated experience in teamwork in previous work experience	<ul style="list-style-type: none"> <li>- Desirable to see teamwork as a key duty or role in previous work experience,</li> <li>- <b>Here other work experience where teamwork or collaboration with partners and stakeholders is important.</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Demonstrates similar teamwork values and duties as organization	<ul style="list-style-type: none"> <li>- desirable to see the researcher have similar values to the organization.</li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)

Relevant Field Experience		
Criteria	Description	Tool/s
Peer recognition	<ul style="list-style-type: none"> <li>- It is desirable to see that researchers have recognition in field or have been granted recognition as experts.</li> <li>- <b>Here it is important to recognize the extent the applicant has received</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)

	<b>recognition or experience as an expert or gained merit.</b>	
Practical experience in field	<ul style="list-style-type: none"> <li>- Desirable to see relevant work experience in the field,</li> <li>- <b>Here it is important to recognize other relevant positions or work experience</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Continued activeness in field relevant authorship	<ul style="list-style-type: none"> <li>- It is important to see activeness in publishing and that there are no 'unexplained' gaps in publishing.</li> <li>- For senior researchers this is also very important.</li> <li>- <b>Here, seeing consistency is important. However, it is important to consider career breaks or employment in other professions. However, it is desirable to see that their publishing is consistent and steady</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Continued activeness in field relevant projects	<ul style="list-style-type: none"> <li>- It is desirable to see activeness in conducting applied research.</li> <li>- However, it is important to consider career breaks and employment in other duties</li> <li>- For senior researchers this is also very important.</li> <li>- <b>Here it is desirable to see consistent and recent experience with conducting applied research. More senior researchers will be expected.</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Continued activeness in field-relevant funding applications	<ul style="list-style-type: none"> <li>- Desirable to see consistency in funding applications,</li> <li>- <b>Here it is important to see that funding applications or grant applications have been consistently or recently applied for. Recent experience is valuable but needs to be considered alongside other professional experience or career breaks</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)

## Leadership Skills and Experience

Criteria	Description	Tool/s
Experience in leadership roles	<ul style="list-style-type: none"> <li>- Desirable to see leadership experience in various roles,</li> <li>- <b>Here it is desirable to see leadership in researcher concentrated roles, but all leadership roles are important</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)

Participation in leadership courses	<ul style="list-style-type: none"> <li>- if researchers do not have active leadership experience, training courses are desirable to see,</li> <li>- <b>Here, all courses and training in leadership are important but especially for those who do not have as much leadership experience.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>
Demonstrates similar leadership values and understanding of duties as organization	<ul style="list-style-type: none"> <li>- desirable to see similar values and attitudes towards leadership roles and duties as the organization</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Pre-Interview Template,</b></li> </ul>

### Peer Impact Skills

Criteria	Description	Tool/s
Experience in providing peer review, on research, funding applications, projects etc.	<ul style="list-style-type: none"> <li>- desirable to see researchers have experience in the practice of peer review,</li> <li>- <b>Here it is important to recognize experience in peer review practices and experiences</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>

### Mentoring and Supervision Skills

Criteria	Description	Tool/s
Experience in supervision and/or mentoring roles	<ul style="list-style-type: none"> <li>- desirable to see researchers have experience in supervision or mentoring</li> <li>- <b>Here it is important to primarily consider mentoring experience in research related roles, but all mentoring duties and responsibilities should be considered.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>
Demonstrates similar supervisory values and understanding of duties as organization	<ul style="list-style-type: none"> <li>- desirable to see the researcher have similar values to the organization.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Pre-Interview Template,</b></li> </ul>

### Networking Skills

Criteria	Description	Tool/s
Extent of existing networks	<ul style="list-style-type: none"> <li>- desirable to see that the researcher have memberships or networks relevant to research, or other field relevant groups.</li> <li>- <b>Here it is important to recognize the different memberships the researcher has</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> </ul>

	<b>and affiliations with different groups and committees</b>	
Experience in networking roles	<ul style="list-style-type: none"> <li>- Desirable to see that researcher has had roles and experience in networking duties in previous employment.</li> <li>- <b>Here it is important to recognize the different networking experience they have even if it is not research related.</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)

Pedagogical Skills		
Criteria	Description	Tool/s
Experience in teaching roles	<ul style="list-style-type: none"> <li>- Desirable to see that researchers have experience in teaching and/or have pedagogical qualifications and training.</li> <li>- <b>Here it is important to recognize the experience researchers have in teaching roles, and/or training.</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)
Production of educational materials	<ul style="list-style-type: none"> <li>- desirable to see the creation of educational materials and educational collaboration</li> <li>- <b>Here all recognition of the researcher's contribution towards the creation and collaboration of pedagogical materials is important.</b></li> </ul>	- <b>TENK CV</b> (HAMK specific modified version)

Demonstrated Impact		
Criteria	Description	Tool/s
Stakeholder benefit of research and/or project	<ul style="list-style-type: none"> <li>- desirable to see that stakeholders have practically benefited from the projects,</li> <li>- This can be displayed in the stakeholders adopting proposals or services developed in the project, or from reviews and feedback from the stakeholders involved</li> </ul>	- <b>Pre-Interview Template</b>
Practical adoption of research, knowledge, service etc. by stakeholders	<ul style="list-style-type: none"> <li>- Desirable to see that projects, research etc. have been physically and practically adopted,</li> <li>- A way to demonstrate that there have been practical benefits of projects and research to stakeholders</li> <li>-</li> </ul>	- <b>Pre-Interview Template,</b>

Peer recognition	<ul style="list-style-type: none"> <li>- Desirable to see that researchers are recognized by peers in relevant field</li> </ul>	<ul style="list-style-type: none"> <li>- <b>TENK CV</b> (HAMK specific modified version)</li> <li>- <b>Pre-Interview Template,</b></li> </ul>
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Research Implementation Skills		
Criteria	Description	Tool/s
Inclusion of stakeholders in research and/or project	<ul style="list-style-type: none"> <li>- desirable to see high stakeholder involvement and inclusion in practical research projects,</li> <li>- desirable to see positive stakeholder feedback and reviews</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Research Plan Presentation,</b></li> <li>- <b>Pre-Interview Preparation Template</b></li> </ul>
Stakeholder benefit of research and/or project	<ul style="list-style-type: none"> <li>- desirable to see that stakeholders have practically benefited from the projects,</li> <li>- This can be displayed in the stakeholders adopting proposals or services developed in the project,</li> <li>- or from reviews and feedback from the stakeholders involved</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Research Plan Presentation,</b></li> </ul>
Consideration of using interdisciplinary and/or specialization	<ul style="list-style-type: none"> <li>- Desirable to see acknowledgement of interdisciplinary approaches,</li> <li>- desirable that there is string justification for the use of interdisciplinary and specialization,</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Research Plan Presentation,</b></li> </ul>
Demonstrates flexibility and willingness to incorporate in interdisciplinary and recognizes its importance	<ul style="list-style-type: none"> <li>- desirable to see willingness and flexibility to work with an interdisciplinary approach,</li> <li>- desirable to see ability to justify the use of interdisciplinary and/or specialization,</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Pre-Interview Template</b></li> </ul>
Inclusion of stakeholders in research and/or project	<ul style="list-style-type: none"> <li>- desirable to see high stakeholder involvement and inclusion in practical research projects,</li> <li>- desirable to see positive stakeholder feedback and reviews</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Research Plan Presentation,</b></li> </ul>
Stakeholder benefit of research and/or project	<ul style="list-style-type: none"> <li>- desirable to see that stakeholders have practically benefited from the projects,</li> <li>- This can be displayed in the stakeholders adopting proposals or services developed in the project,</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Research Plan Presentation,</b></li> </ul>

	<ul style="list-style-type: none"> <li>- or from reviews and feedback from the stakeholders involved</li> </ul>	
Consideration for research ethics	<ul style="list-style-type: none"> <li>- Desirable to see acknowledgement of ethics in the research plan,</li> <li>- Desirable to see appropriate ethical measures being considered depending on the type of project pursued</li> <li>- Desirable to see ability to justify use of different methods, tools and frameworks about ethics,</li> </ul>	- <b>Research Plan Presentation,</b>
Ability to recognize appropriate collaboration networks	<ul style="list-style-type: none"> <li>- Desirable to see the applicant understand their need to network and establish collaboration,</li> <li>- Desirable to see applicants aware of where this networking needs to take place and/or how best to approach collaboration ideas,</li> </ul>	- <b>Research Plan Presentation,</b>
Ability to recognize appropriate tools, theoretical frameworks, analysis methods	<ul style="list-style-type: none"> <li>- Desirable to see that applicant can justify the use of these analysis methods, tools, theoretical frameworks,</li> <li>- Desirable to see flexibility and consider others etc.</li> </ul>	- <b>Research Plan Presentation,</b>

## Research Specific Criteria

Relevance to Wider Strategies and Objectives		
Criteria	Description	Tool/s
Consideration of regional, national, and/or international strategies	<ul style="list-style-type: none"> <li>- Chance for the researcher to showcase how their previous work, research or projects support their current research plan or the wider strategies of HAMK.</li> <li>- Desirable to see connections with HAMK's research fields, agenda and strategies</li> </ul>	- <b>Research Plan,</b>
Suitability with HAMK strategy and/or education units	<ul style="list-style-type: none"> <li>- Chance for the researcher to showcase how their previous work, research or projects support their current research plan or the wider strategies of HAMK.</li> <li>- Desirable to see connections with HAMK's research fields, agenda and strategies</li> </ul>	- <b>Research Plan</b>
Competence in funding planning	<ul style="list-style-type: none"> <li>- Chance for the researcher to show that they are aware they need to apply for funding,</li> <li>- Chance for the researcher to show that they can identify relevant funding sources.</li> </ul>	- <b>Research Plan,</b>



## Impact of Research

Criteria	Description	Tool/s
Appropriateness of research methods, tools, and theoretical frameworks used	<ul style="list-style-type: none"> <li>- Depending on the type of research to be conducted and the research field being used, the supervisor is responsible for providing feedback on the planned use of research methods, tools and frameworks.</li> <li>- important for the principal research scientist to understand the pros and cons of their proposed research methods, tools and frameworks and have a clear understanding of any alterations needed to be made.</li> </ul>	- <b>Research Plan,</b>
Value added of research methods, tools and theoretical frameworks used	<ul style="list-style-type: none"> <li>- Depending on the type of research to be conducted and the research field being used, the supervisor must provide feedback on how novel or innovative these are.</li> <li>- important for the principal research scientist to understand what 'new' or 'added value' their proposed</li> <li>- methods, tool and frameworks provide and have a clear understanding of any alterations needing to be made</li> </ul>	- <b>Research Plan,</b>
<b>Social impact:</b> Extent of research dissemination outside of academic research circles	<ul style="list-style-type: none"> <li>- Plan the variety of platforms which will be used</li> <li>- Plan the variation of target audiences to be reached</li> <li>- These are outside of academic circles and will focus primarily on stakeholders, other citizens, decision makers, and educational institutions</li> <li>- important for the principal research scientist to have a clear plan and objective of how they will utilize different platforms to reach different target audiences.</li> <li>- important for the principal research scientist to understand the need to prepare material in a manner appropriate for the platforms and the target audiences</li> </ul>	- <b>Research Plan</b>
<b>Social impact:</b> inclusion of stakeholders in the research	<ul style="list-style-type: none"> <li>- Identify which are the key stakeholders and which need to be incorporated into the research</li> </ul>	- <b>Research Plan</b>

	<ul style="list-style-type: none"> <li>- Plan the extent to which the stakeholders will be engaged and also at which points in the project.</li> <li>- Principal research scientists should have a clear understanding of which stakeholders to engage with at which phase of the research</li> <li>- There should already be consideration for the methods used to engage with stakeholders and how this will be incorporated into the research itself</li> </ul>	
<b>Social impact:</b> stakeholder benefit of research	<ul style="list-style-type: none"> <li>- Identify how the benefit of the research to the stakeholders will be measured</li> <li>- The tools which will be used</li> <li>- When will this data be gathered</li> <li>- What is the expected or aimed at for stakeholder benefit</li> <li>- Principal research scientists should have a plan in place regarding how they will measure stakeholder benefit</li> <li>- Have a clear objective in mind and start incorporating the tool and timetable for stakeholder benefit analysis into their overall research plan</li> </ul>	- <b>Research Plan</b>
<b>Social impact:</b> relevance at regional, national and/or international level	<ul style="list-style-type: none"> <li>- identify relevant regional, national or international strategies, policies, objectives etc.</li> <li>- Discuss how the research could contribute towards these</li> <li>- Discuss how they could be incorporated into the research</li> <li>- Potentially identify the relevant decision makers or institutions</li> <li>- Principal research scientists should have an understanding on the relevant regional, national and international strategies</li> <li>- Start planning on how they can be incorporated into the research, and through which means</li> <li>- Potentially make a list of the institutions and decision makers which could be contacted</li> </ul>	- <b>Research Plan</b>
<b>Research field impact:</b> Extent of research dissemination in research related	<ul style="list-style-type: none"> <li>- Identify which networks and platforms are relevant to the research</li> <li>- Upcoming events, conferences and webinars</li> <li>- Plan what different dissemination methods will be used</li> </ul>	- <b>Research Plan</b>

and/or academic circles	<ul style="list-style-type: none"> <li>- Principal research scientists should understand where they will network and share their research</li> <li>- Know which events etc. are coming up so they can plan their research dissemination accordingly</li> <li>- Have a plan on which dissemination methods will be used and when</li> </ul>	
<b>Research field impact:</b> Use of interdisciplinary approaches	<ul style="list-style-type: none"> <li>- Discuss the relevance of interdisciplinary and specialization in research,</li> <li>- Through which methods can an interdisciplinary approach be utilized and when,</li> <li>- Which researchers, partners and/or other collaborators from different research fields could be contacted,</li> <li>- adoption of tools, research methods, frameworks from different research fields</li> <li>- Principal research scientists should have an understanding how interdisciplinary approaches could be incorporated into the research</li> <li>- have a clear justification for the use of interdisciplinary approaches in the research and when</li> <li>- Understand the researchers, partners, collaborators, tools, methods, frameworks which could be used and who to contact</li> </ul>	- <b>Research Plan</b>
<b>HAMK impact:</b> Engagement with study units and/or courses	<ul style="list-style-type: none"> <li>- Discuss how HAMK studies could be utilized in the project,</li> <li>- Relevant study units or new study units which could be incorporated,</li> <li>- Use of students from which study units,</li> <li>- Which lectures to contact</li> <li>- Research scientists should have an understanding on how HAMK study units could be incorporated</li> <li>- Start planning on the extent of engagement and at which stages of the research</li> <li>- Know which lecturers to contact</li> </ul>	- <b>Research Plan</b>
<b>HAMK impact:</b> relevance to HAMK as an organization	<ul style="list-style-type: none"> <li>- Discuss how the research can be incorporated into HAMK strategies, organizational frameworks, policies etc.</li> <li>- Principal research scientists should know the relevant HAMK strategies, organizational frameworks, policies etc. which their research could be incorporated into.</li> </ul>	- <b>Research Plan</b>

- Plan how this would be done and at which stages of the project.

## Adoption of Open Science Practices

Criteria	Description	Tool/s
Open access publication	<ul style="list-style-type: none"> <li>- Discuss or identify potential journals which would support open access</li> <li>- Discuss the options with the principal research scientist, if HAMK has any affiliations which would allow open access publishing without APC charge</li> <li>- Identify the most relevant and promising publication options</li> <li>- <b>HOW CAN HAMK SUPPORT THIS PROCESS WHEN SOME OPE ACCESS REQUIRE PAYMENT FROM AUTHOR</b></li> <li>- Principal research scientists understand open access publishing and understands which journals would support this etc.</li> <li>- Able to justify the use of non-open access publishing</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Research Plan</b></li> </ul>
Open data sharing	<ul style="list-style-type: none"> <li>- Discuss the potential of sharing data,</li> <li>- identify which data is sharable and which needs to remain confidential</li> <li>- Principal research scientists should consider which aspects of the data can be shared, how and when</li> <li>- Which aspects need to remain confidential and be able to justify this</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Research Plan</b></li> </ul>
Open methods	<ul style="list-style-type: none"> <li>- Discuss the potential of sharing methods used</li> <li>- identify if there are methods which need to remain confidential</li> <li>- Principal research scientists should consider which methods can be shared, how and when</li> <li>- Which aspects need to remain confidential and be able to justify this</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Research Plan</b></li> </ul>
Sharing with society members	<ul style="list-style-type: none"> <li>- Discuss how research can be accessible with society members</li> <li>- Which events and dissemination platforms can be used and when</li> <li>- How does the communication style need to be altered for</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Research Plan</b></li> </ul>

	<ul style="list-style-type: none"> <li>- Principal research scientists should understand how the research can be disseminated to reach societal members</li> <li>- Understanding of how communication needs to be conducted for societal members</li> </ul>	
Open educational resources	<ul style="list-style-type: none"> <li>- Discuss the relevance of creating educational materials from the research</li> <li>- Discuss how these would be made open access</li> <li>- Principal research scientists should understand if the creation of educational materials can be incorporated into the research</li> <li>- How can these materials be made accessible and free and through which platforms</li> </ul>	- <b>Research Plan</b>

### Adoption of Research Ethics

Criteria	Description	Tool/s
How consideration for research ethics is incorporated into the research	<ul style="list-style-type: none"> <li>- Discuss how research ethics will be considered in the research</li> <li>- Identify and sensitive research data, methods or tools which need special consideration</li> <li>- Discuss if there are any potential ethical breaches in the research and how these can be managed or altered</li> <li>- Principal research scientists should have a good understanding of how research ethics will be considered in their research</li> <li>- Good understanding of potential ethical issues and how to plan and manage them,</li> </ul>	- <b>Research Plan</b>

### Effective Completion of Research

Criteria	Description	Tool/s
Objectives and aims achieved	<ul style="list-style-type: none"> <li>- Discuss which objectives and aims will be achieved, when, how and measured through what tools</li> <li>- Principal research scientists should have a clear plan for how they will achieve their objectives and aims</li> </ul>	- <b>Research Plan</b>

Project completed in accordance with timeline	<ul style="list-style-type: none"> <li>- Plan an initial timeline for the conduction of the research</li> <li>- Principal research scientists should have a clear timetable and plan for the research</li> </ul>	- <b>Research Plan</b>
Justification of discrepancies and/or changes in agreed upon research plan	<ul style="list-style-type: none"> <li>- Discuss potential fallbacks etc. which may need to be considered</li> <li>- Principal research scientists should have a clear understanding of potential fallbacks in the research</li> <li>- Be able to plan for these in advance</li> </ul>	- <b>Research Plan</b>