









Research Assessment at the European University of the Future

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University of Rijeka (UNIRI)







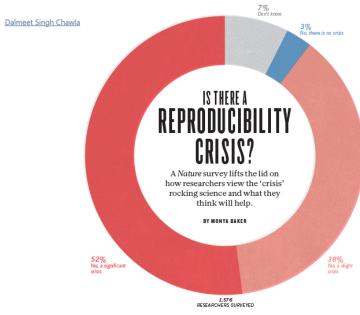
European University of the Future

We are:

- teachers who prepare students for the jobs of the future and civic responsibility
- researchers who open and empower the University by boldly embarking on innovative research ventures and collaborations to develop the economy and improve the well-being of the local community
- citizens who sincerely believe in the European values of freedom, human rights, and enlightenment, and are building a new European future.
- Higher education (Jesuit college) since 1633 (392 years!)
- Modern university: 1973 (52 years); today: 16 faculties, 1 art academy, 13 scientific-development centres, 16.000 students, > 250 study programs, 1.250 dorm beds, 1.100 faculty (ca. 900 FTE) + 800 admin. staff (FTE), ca. 900 referenced sci. publications (30 % Q1, > 10 % Exc.) and ca. 20 Horizon/HRZZ projects per year

Researchers who agree to manipulate citations are more likely to get their papers published

Data suggest that these researchers are more willing to publish in journals that participate in such coercion.



nature

Explore content > About the journal > Publish with us > Subscribe

nature > news > article

NEWS 21 January 2025

More than 40% of postdocs leave academia, study reveals

Publishing highly cited papers helps postdoctoral researchers to land a faculty job.

By Jackson Ryan

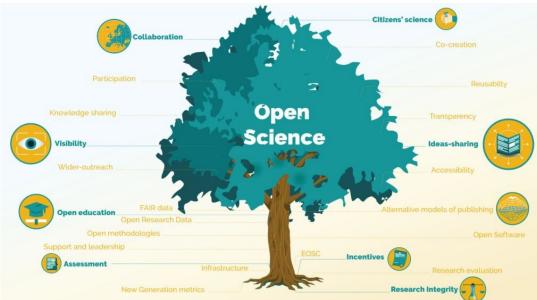
Annual <u>avoidable</u> waste in research estimated to be 85% from:

- 2. avoidable design flaws (50%),
- 4. non-publication (50%) and
- 5. unusable reports (50%)
- for a global total of over \$140 Billion/year.

Calculation at: http://blogs.bmj.com/bmj/2016/01/14/ paul-glasziou-and-iain-chalmers-is-85-of-health-research-really-wasted/

Adding Value, Reducing Waste; Lancet Series 2014 (42 authors) www.researchwaste.net





OVEREXTENDED AND STRESSED

THE LANCET

"By ensuring that efforts are infused with

rigour from start to finish, the research

community might protect itself from the sophistry of politicians, disentangle

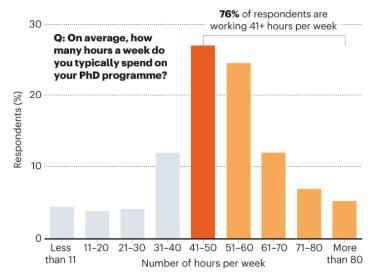
the conflicted motivations of capital and science, and secure real value for

money for charitable givers and taxpayers through increased value

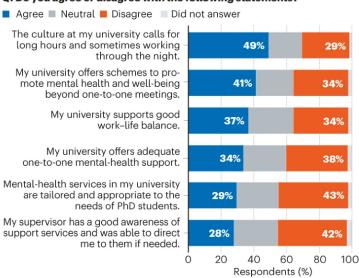
and reduced waste

Research: increasing value, reducing waste

Long hours in the laboratory and other demands have taken a toll on PhD students' well-being and mental health.



Q: Do you agree or disagree with the following statements?



36%

of respondents have sought help for anxiety or depression caused by PhD studies. One-third of them sought help from places other than their institution, and 18% sought help at their institution but didn't feel supported.

onature



THE EUROPEAN **COMPETENCE FRAMEWORK FOR RESEARCHERS**

- · Have disciplinary expertise
- · Perform scientific research
- · Conduct interdisciplinary research · Write research documents
- · Apply research ethics and integrity principles

MANAGING RESEARCH TOOLS

- · Manage research data
- Promote citizen science
- · Manage intellectual property rights
- Operate open source software

WITH OTHERS

- · Interact professionally
- · Develop networks
- · Work in teams · Ensure wellbeing at work
- Build mentor-mentee relationships
- Promote inclusion & diversity

RESEARCH

- · Mobilise resources
- Manage projects Negotiate
- · Evaluate research
- · Promote open access publications



MAKING AN IMPACT



- · Participate in the publication process · Disseminate results to the research
- · Teach in academic or vocational
- contexts · Communicate to the broad public
- Increase impact of science on policy & society
- Promote open innovation
- · Promote the transfer of knowledge

MANAGEMENT



- · Show entrepreneurial spirit
- · Plan self-organisation





- · Abstract thinking · Critical thinking
- · Analytical thinking
- · Strategic thinking
- · Systemic thinking
- · Problem solving · Creativity

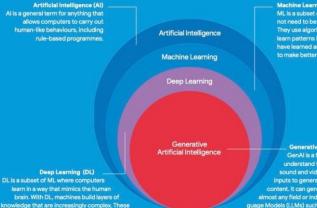


Google

SHAPING THE FUTURE WITH AI

AI explainer

AI can help humans solve tasks faster and more easily - and with generative AI, machines can now understand and interact in language, sound and images.



Machine Learning (ML)

ML is a subset of Al where machines do learn patterns in data, apply what they have learned and improve themselves to make better and better decisions.

Generative AI (Gen AI) understand text, code, images, sound and video and use these

inputs to generate or synthesise new content. It can generally be used across almost any field or industry. Large Language Models (LLMs) such as Google Gemini specialised applications within the broader field of GenAl, focused on generating high-quality

♦ Introduction to Gemini

Al models are typically trained on specific datasets

and used within a given field or industry.

The Gemini app is an interface to Google's multimodal LLM (handling text, audio, images and more) and allows people to collaborate directly with generative AI to supercharge their creativity and productivity. Key capabilities include:

Image generation

writing, planning, learning and voice or even photos. »Help landlord Teresa about fixing the dishwasher«

Extensions

bursting with vivid details and you need from Google services such as Maps, Gmail, Docs and YouTube to orchesand quickly to bring your ideas imagine. »Create an image to life. »Summarise recent emails from John Miller« napkins in a showroom«

Gemini Live

Gemini Live on your phone to topics and rehearse for real-time, spoken responses. »I'm applying for a job, help me practice interview questions«







UNIRI and HRS4R

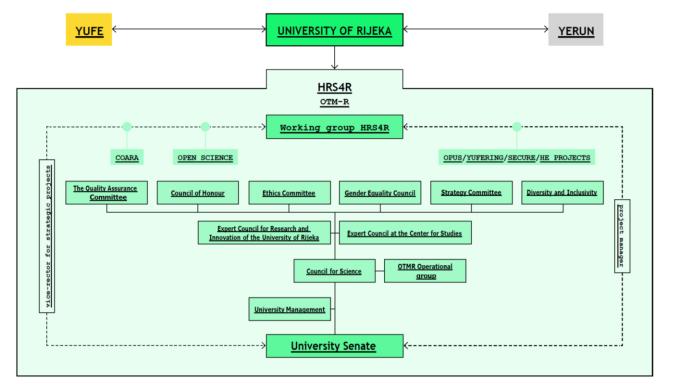


1st university in Croatia and one of 1st ten in Europe to sign Charter & Code.

July 2010: received the 'HR Excellence in research' logo.

2019: HRS4R external review: UNIRI renewed priority areas and AP with clear responsible bodies / persons and implementation deadlines & initial OTM-R policy adopted by the Senate in 2020.

UNIRI new HRS4R AP (synergistic to CoARA AP) and OTM-R policy accepted by Senate in February 2024 and logo/status confirmed in August 2024:



UNIVERSITAS STUDIORUM FLUMINENSIS SVEUČILIŠTE U RIJECI





University of Rijeka
Human Resources Strategy for Researchers
- Strategic Priority Areas and Action Plan for
their implementation-

[https://uniri.hr/wp-content/uploads/2024/03/UNIRI_HRS4R_2023-AP-1.pdf]

Rijeka, March 2024

UNIRI and **OS**

UNITI @

University Of Rijeka Declaration

European Open Science

January 22nd,

The University of Rijeka recognizes the European Union's current challenges concerning its commitment to promoting research excellence and evidence-based scientific practice. It believes that European science must rest on a unified culture of data stewardship, which recognizes research data as a significant scientific output to be employed for collective well-being and social progress.

The University of Rijeka supports the European Open Science (EOS) initiative, a strategic plan for implementing European unity in research data stewardship. Conscious of its role in overall social development, the University of Rijeka gravitates towards the goal of including all scientific areas and all EU members in a long-term, sustainable open science program.

The University of Rijeka agrees with the view that EOS cannot be implemented in a single event or only emerge as a sporadic activity. Instead, its enactment is a continuous process based on continued efforts to acquire both knowledge and new skills - the implementation of a new model of scientific activity that presupposes reciprocal personal, institutional and national respect, coordination, and cooperation

The University of Rijeka welcomes the European Open Science Cloud (EOSC). inaugurated on 23 November 2018, supports views from the EOSC Summit on 12 June 2017 stated in the FOSC Declaration and stresses that the FOS/FOSC initiative marks the beginning of a process which, both now and in the future, ought to include all relevant stakeholders in scientific activity - all holders of scientific processes, scientific institutions, as well as the initiative's signatories and supporters throughout the EU.

The University of Rijeka agrees that European science must be based on a unique culture of managing knowledge, which recognizes scientific data as a critical research outcome, and which should be appropriately curated throughout and after research has been conducted. The University believes that such a significant change in the culture of scientific conduct, with the inclusion of all scientific disciplines, institutions and EU members, will allow for research data to be used in new scientific activities, transfers of knowledge, innovation, and development.

The University of Rijeka emphasizes the importance of a multidisciplinary approach and believes that all researchers in the EU must have access to an open-by-default,

OUILI 🚳



efficient, and cross-disciplinary research data environment based on efficient usage methodology and supported by FAIR Data Principles (findable, accessible, interoperable, reusable). The University firmly supports the view that open access must be the default setting for all results of publicly funded research throughout Europe, allowing for appropriate limitations only in justified cases of personal data protection, IPR concerns, national security, or like.

The University of Rijeka recognizes the importance of the organizational, legislative, technical, and semantic standards that the EOS/EOSC is, with the aim of ensuring the initiative's long-term sustainability and successful enactment in all scientific environments, planning to develop. The University understands that managing the changes brought about by this new paradigm will involve many challenges at the institutional level, and welcomes the recognition of local needs and priorities. When it comes to enacting EOS/EOSC principles, it stresses the importance of discussions about relevant institutional bodies, decision-making processes, and protocol development, as well as of continuous work on integrating - both existing and future national and institutional documents and policies throughout Europe.

The University of Rijeka supports the strategy for developing organizational architecture and scientific-research data stewardship services and is ready to devote its available capacities, resources, and principal research equipment to the goal of implementing the EOS/EOSC initiative.

The University of Rijeka holds that the EOS/EOSC initiative is, given its goal of promoting a knowledge-based society, an unrivaled approach to European scientific progress. The University also believes that all scientific institutions in FU will, without exception, benefit from the EOS/EOSC initiative, hoping that it will emerge as a critical mechanism in overcoming the disparity of research-scientific, and technological capacities within the EU, which it recognizes as one of its main institutional

Following the invitation from the EOSC Declaration, the University of Rijeka recognizes and fully supports the initiative, approves of its intentions and plans, and is eager to join the circle of its signatories and supporters.

By means of its bodies and constituents, institutional policies, and activities, the University of Rijeka will endeavor to support, develop, and in responsibly executing the EOS/EOSC initiative, to promote and advocate it at regional, national and international levels, and to, according to its capabilities, participate in all future EUA and EU contributions to the ideal of open science.

CLASS: 641-01/19-01/01 REG. NO.: 2170-57-01-19-1







UNIVERSITY OF RIJEKA



Revised on January 21, 2025

OPEN SCIENCE POLICY OF THE UNIVERSITY OF RIJEKA

[https://zenodo.org/records/14741622]

RIJEKA, SEPTEMBER 2021

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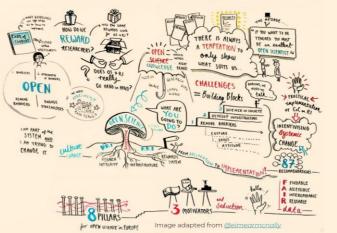
As of November 2021:



YUFE researchers are committed to good practices in Responsible Research and Innovation (RRI) and are going to be particularly engaged this year with Open Science

Start this journey with a reflection every month to become an Open Scientist.

4-5: Paris Open Science European Conference (OSEC).





MON	TUE	WED	THU	FRI	SAT	SUN
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						









YUFE/YUFERING (<u>UNIRI version</u>) & YERUN Open Science Calendars & other YUFE (full OS) and YERUN (OS awards) activities

Criteria: To become a FOS Research Team, it is necessary to fulfill the following criteria:

- Compulsory (C): 2 out of 2
- Optional (O): 3 out of 12

Dimensions	Criteria	Type	Description
Basic requirements	1. Author persistent ID: ORCID	С	All the researchers of the team have an ORCID
	2. PhD Theses in Open Access	О	At least 70% of the PhD researchers of the team have their thesis in open access
	3. Using open licenses	О	All the researchers of the team use open licenses in at least 50% of 4, 5, 8 or 10
Open publishing	4. Publications: available in open access	С	At least 60% of the publications of the team are available in open access
Open data	5. Research data: available in open access	О	100% of the research data metadata available in open access At least 50% of the research data are available in open access
	6. Following FAIR data principles	О	At least 80% of the research data in 5 comply with the FAIR Data Principles
Open research process	7. Pre-registrations	О	All the researchers of the team have at least one research study. This can be prior to, or during the FOS project
	8. Open notebooks/software/code	О	All the researchers of the team have at least 1 open notebooks/software/code
	9. Open peer review	О	At least 50% of the researchers participate in open peer review processes (as author or reviewer)
Teaching	10. Sharing Open Educational Resources (OER)	О	At least 50% of the researchers have at least 1 OER available in open access
Community engagement and outreach	11. Contributing to OS dissemination through events, training activities, social networks	О	All the researchers of the team have at least 1 dissemination activity. This can be prior to, or during the FOS project
	12. Citizen Science initiatives	О	At least 50% of the team is involved in 1 Citizen Science initiative, or applying some CS methodology in their projects. This can be prior to, or during the FOS project

[https://www.youtube.com/watch?v=Mc7pXrKuRfY]

Developing and Implementing handson training on Open Science and Open **Innovation for Early Career Researchers (DIOSI) H2020 SWAFS**

project: 2021-2022 (24 months); 300.000 €



ntegrating both transferable and research Open Innovation & Entrepreneurship 20 training sessions for DCs

Training



Develop DIOSI impact and graduate tracking



OS training:

- Introductory skills on Open Science & Open Access
- Definition of Open Science
- Licensing Models
- Green, Gold, Diamond Route
- Predatory Publishing
- Open Access Initiatives and Policies
- FAIR Principles
- Research Data Policies & Data Management Plans
- Structure and Documentation
- Storage and Backup, Long-term Archiving, Access control, Reuse & Legal Aspects
- 7 steps of concept development

YUFE/YUFERING Competence Framework for Researchers:

The competence areas (with competencies

and respective descriptors) are:

- Research

YUFE4Postdocs

- Learning and Teaching
- Networking and Teamwork
- Profile and Career Development

Recognition, rewarding, ...





HE project "Sustainable Careers for Researcher Empowerment (SECURE)": 1,32 M€,27 months (01/01/2023 – 31/03/2025), 18 partners; coordination and support measures to create, trial, implement, and mainstream common Research Career Framework (RCF) that offers options in recruitment, employment, training, development, progression, and mobility with the aim of improving research careers & reducing career precarity (incl. possible implementation of TTL model) – pilots @ RPOs and RFOs.

Based on the European Skills, Competencies, Qualif. & Occupations (<u>ESCO</u>), the EC Recommendations on a European Framework to Attract and Retain Research, Innovation, and Entrepreneurial Talents, the ResearchComp, HRS4R, OS policies, ... ⇒ proposal of a European Framework for Research Careers (EFfRC) (related also to the EC/OECD R&I Careers Observatory (ReICO)):

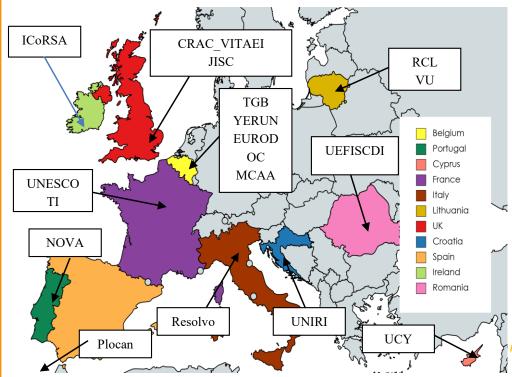
	Researchers, Research Managers, and Research Technicians in the European Research Area	Recognition, Interoperability, and Comparability of Researchers' Careers	Recruitment and Working Conditions	Researchers Skilled for Intersectoral and Interdisciplinary Careers and for Entrepreneurship and Innovation
Ž	Career Assessment, Development, and Progression	Balanced Circulation of Talents and Making the Union an Attractive Destination	Support Actions for Research Careers	Monitoring of Research Careers
	#26-30	#31-32	#33-39	#40-4



8 EFfRC pillars, 44 recommendations, and 118 possible topics and respective actions that the RPOs and RFOs and other RI could pilot (selection via 3 iterative steps). UNIRI has already adopted 21 topics/actions and has chosen to work actively in the project (also through mutual learning with partners) on 14 (obviously, aligning this with its Strategy, CoARA, HRS4R and other HR activities):

Topic	Action			
Researchers	Adopt the EFfRC definition of 'researcher' in			
Researchers	organisational regulations and policies			
Research	Define a clear profile for research manager positions			
Managers	with their roles and responsibilities			
Research	Support ongoing training, development, and			
Managers	professionalisation of research managers			
Recognition/ Engage with key stakeholders on recognition as				
Interoperability	support of diverse research careers			
Working	Working Review and internally discuss providing commensurate			
Conditions remuneration for researchers				
Doctoral	Integrate policies and practices for Open Science into			
Training	doctoral training programmes			
ResearchComp	Raise awareness on ResearchComp and transversal			
ixescai cheomp	skills/competences for researchers			

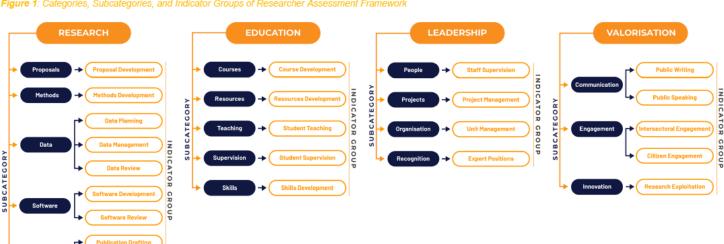
Research Assessment	Recognise Open Science practices and societal impact of research in research assessment		
Assessment Initiatives	Collect and share best practices on reforming existing research assessment systems		
Tenure Track	Engage with key stakeholders on TTLMs to collect and share best practices on TTLMs		
Competitive Union	Review and internally discuss support to attract and reintegrate returning researchers		
Charter Encouragement	8		
Charter Encouragement	Endorse and implement the revised Charter at organisations		
ReICO	Engage with OECD and key stakeholders on development and implementation of ReICO		



These interventions range from policy amendments to resource allocation, training, and awareness campaigns. The primary objective is not only to assess researchers fairly but also to deeply embed Open Science principles into institutional cultures.



At the core of the **HE project** "Open & Universal Science (OPUS)" project (https://opusproject.eu/; 2 M€, 3 years, 11 countries, 18 partners) lies the development of a Researcher Assessment Framework (RAF), a comprehensive tool to reform research assessment by recognising and rewarding researchers' contributions to Open Science. The RAF is structured around research, education, leadership, and valorisation, each encompassing indicators & interventions.











Cohort

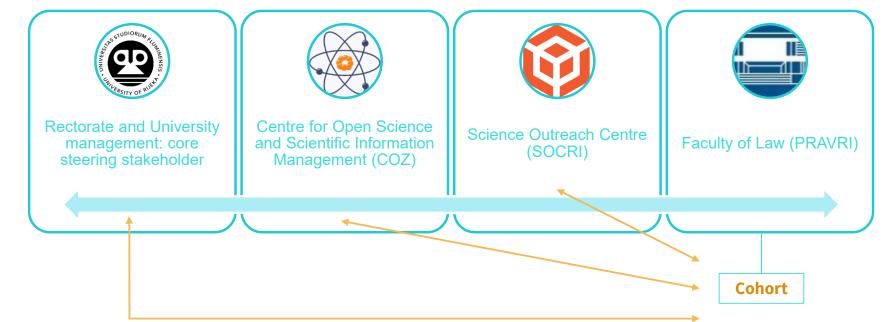
Duration

The Pilot actions span in three categories:

- Research;
- Education;
- Valorisation;

17 Early Career Researchers (ECRs) @ Faculty of Law (PRAVRI) aiming to contribute to Open Science efforts in law and social sciences (PhD Candidates and max seven years postdoc).

The pilot will run for **18 months** after which information will be used for awareness raising among others and there will be an effort for successful elements to be implemented in regular activities.



-UNICI







Interventions

- In all three categories above, the pilot foresees the following interventions:
- **Policy** interventions: Rulebook on Scientific, Artistic and Innovation Activities & Guidelines for Institutional Criteria for Academic Staff Employment (incl. OS elements) horizontal.
- Resource interventions (strengthen COZ and SOCRI).
- **Repository** interventions (inst. policies towards OS publications, skills of EMCRs to autonomously use them, digital SOCRI twin as communication tool and repository for outreach activities.
- Awareness raising interventions (website for communication, OS caffes, event on benefits of recording public speaking).
- **Training** interventions (training of EMCRs in OS skills and best practices, outreach activities).

Coupled metrics (# of Published Publications Openly Available (tracking in %), # of OS Skills Certificates (tracking in %), # of Appearances Openly Available (tracking in %)).

Results after the pilot experiences and a broad public consultation:

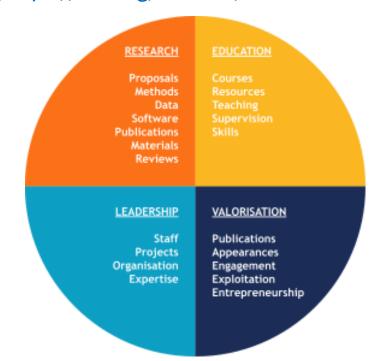
- revised SECURE RCF (with 8 action areas and 10 concrete actions each: practical toolbox for RPOs & RFOs to reform research careers and help reducing the precarity of researchers at their organisations):



[https://doi.org/10.5281/zenodo.16880406]

Figure 2 - SECURE Research Career Framework





- revised OPUS RAF (4 domains of activities with a set of relevant process, output and outcome indicators: framework to assess early- and mid-career as well as senior researchers in job applications and career progression at RPOs and in project applications and project implementation at RFOs):



[http://zenodo.org/records/14672476]

UNIRI – early signatory of <u>CoARA</u> (Coalition for Advancing Research Assessment), contributed to Implementation Group



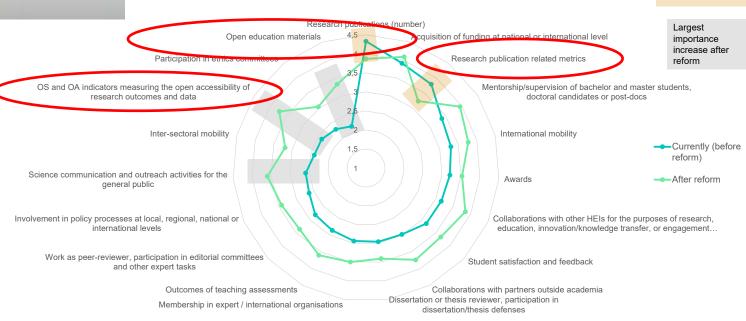


Importance decrease

after reform

EU R&I Days, September 28, 2022

[https://zenodo.org/records/14548157]



UNIVERSITAS STUDIORUM FLUMINENSIS SVEUČILIŠTE U RIJECI





University of Rijeka Reform of Research
Assessment
- CoARA Action Plan 2024-2027 -

Rijeka, December 2023

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[https://zenodo.org/rec ords/10634416]

UNIRI CoARA Action Plan

Element of accountability and public responsibility Clear list of activities with timeframes (short-term (end of 2024) and midterm (end of 2027) & responsibles:

- Internal promotion of Rulebook and Guidelines;
- UNIRI AI policy, Regulation on Doctoral Programmes, revision of OS policy;
- Active involvement of internal bodies;
- o Contribution to Proposal for National criteria;
- HRS4R / OTM-R, non-discrimination & gender equality, career counselling, OS, outreach (SOCRI), Doctoral School, training, ... activities;
- Communication and dissemination activities;
- Participation in CoARA WGs, YUFE-related & activities in OPUS/SECURE;
- Active participation and contribution to international fora for research assessment and other policy activities.

Monitoring (data collection and analyses) → review → evaluation reports → revision of AP











HE Coara Boost "Open Science Collaboration for Research Career Advancement and Policy Innovation at UNIRI and UCY – OSCAR" (with European Office of Cyprus (EOC)) as one of the first 25 (and only 3 Teaming) projects – 1 year execution, started December 1, 2024:

- OS to be integrated into research assessment, raising awareness on OS;
- enhancement of research assessment practices @ UNIRI and UCY, also based on UCY research-on-research principles and on qualitative assessment aspects (with responsible use of quantitative metrics);
- mutual transfer of knowledge, capacity building, promotion of OS;
- university libraries to provide support;
- UCY to develop its own CoARA AP based on UNIRI experience;
- aim: institutional change and fostering of advanced research culture while advocating OS at policy level.













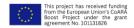
CoARA Action Plan Development Guidelines - Final draft -

Deliverable number	D2.5	
Deliverable name:	CoARA Action Plan's Development Guidelines (CoARA AP Guide)	
WP number:	WP2: CoARA AP Development Support	
Version	01	
Delivery due date:	Project month 8 (31/07/2025)	
Actual date of submission:		
Dissemination level:	Public	
Number of pages:	5	
Lead beneficiary:	University of Rijeka	
Authors:	Saša Zelenika (UNIRI) Nataša Jakominić Marot (UNIRI)	
Contributor(s):	UCY OSCAR Team	
Reviewer(s):	1	
Full document available online:	10.5281/zenodo.15648857	

[https://zenodo.org/records/15648857]











OSCAR Open Science Collaboration Plan guide: evidence from the University of Rijeka (UNIRI) and University of Cyprus (UCY) libraries

Under the CoARA Boost OSCAR Project - Work Package 3 (WP3: University Libraries supporting OS practices)

1. Background and Introduction

This OSCAR Open Science Collaboration Plan (OSCAR OS Collaboration Plan) has been developed within the framework of the CoARA Boost OSCAR project, specifically under Work Package 3 (WP3), which focuses on strengthening the role of university libraries in advancing Open Science (OS) practices. The OSCAR project seeks to foster institutional change in research assessment (RA) by promoting qualitative, evidence-based evaluation methods and integrating Open Science as a core element of responsible research culture.

Through a structured knowledge exchange between the University of Cyprus (UCY) and the University of Rijeka (UNIRI), and with the support of the European Office of Cyprus (EOC), this plan aims to establish a sustained, bilateral collaboration that supports the libraries of both institutions in embedding Open Science into academic and policy frameworks.

Acknowledging the complementary contexts, where UCY is navigating a policy environment in which OS remains optional in funding evaluations, and UNIRI operates within a system that mandates certain OS practices but faces challenges in their recognition, the OSCAR OS Collaboration Plan sets out to address shared needs and enhance library-led contributions to RA reform. It outlines a phased approach that includes immediate actions to be undertaken before the project's conclusion in November 2025, as well as long-term strategies to ensure continuity, institutional alignment, and policy impact. In doing so, the OSCAR OS Collaboration Plan directly supports the broader OSCAR mission to implement the principles of the Coalition for Advancing Research Assessment (CoARA) and to enable transformative, sustainable change across European research systems.

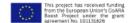
This plan has been developed as a follow-up to the online workshop where main contextual insights emerged:

. In the UCY Institutional Policy, OS is optional and reward mechanisms are unadressed.





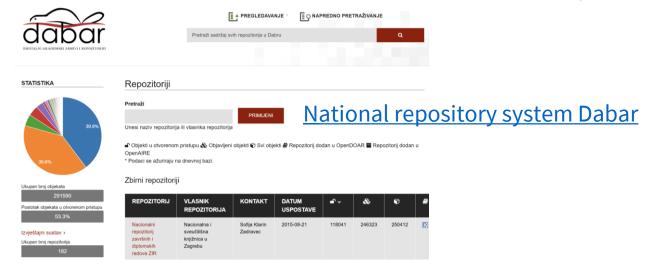


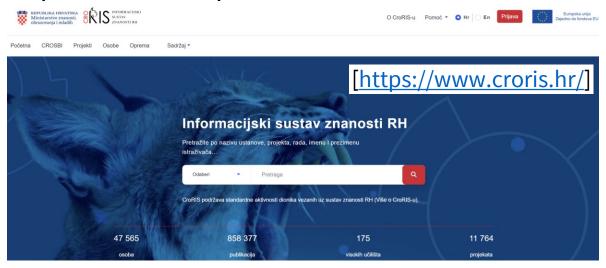


UNIRI University Library



- Contributes and is very active in our YUFE & YERUN activities, incl. EU projects (YUFERING, DIOSI, OPUS & OSCAR);
- Contributed to developing the DIOSI model of doctoral learning module on OS and is providing the thus developed teaching;
- o Provides teaching (especially tailored to EMCRs) on OS, open research dana, information tools for researchers, and usage of AI in research and education;
- Developed the EduDoc web page (info on research process, OS and AI tools usage);
- Organises regular OS Cafés (e.g. on OA books, OS in CSF projects, development of open software codes, visibility of research and researchers, role of research data managers and importance of research data management plans, ...);
- Established the Open Science Centre (COZ);
- Is the UNIRI interface towards national OS systems, repositories, OS policies & initiatives.





Sveučilište u Rijeci, Centar za popularizaciju i promociju znanosti

socri.uniri.hr

O centru Aktivnosti v Projekti v Virtualni centar

O centru

Centar za popularizaciju i promociju znanosti Sveučilišta u Rijeci (SOCRI) osnovan je 22. studenog 2022. godine odlukom Senata Sveučilišta u Rijeci.

Djelatnosti Centra su:

- · znanstvena komunikacija,
- osmišljavanje, organizacija i provedba aktivnosti koje za cilj imaju popularizaciju i promociju znanosti,
- međunarodna i domaća suradnja,
- · predlaganja, prijava i provedbe projekata,
- suradnja s lokalnom zajednicom, poduzetništvom te organizacijama civilnog društva,
- promicanje znanstvenog i obrazovnog pristupa popularizaciji znanosti,
- · izdavačka djelatnost.



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UNIVERSITAS STUDIORUM FLUMINENSIS **UNIVERSITY OF RIJEKA**





ARTIFICIAL INTELLIGENCE TOOLS USAGE POLICY AT THE UNIVERSITY OF RIJEKA, CROATIA

Rijeka, January 2024

UNIVERSITAS STUDIORUM FLUMINENSIS UNIVERSITY OF RIJEKA



RULES AND REGULATIONS ON SCIENTIFIC, ARTISTIC, AND INNOVATION
ACTIVITIES AT THE UNIVERSITY OF RIJEKA

Rijeka, September 22, 2023

[https://zenodo.org/records/13383045]

CLASS: 030-01/23-01/21 Beg.No.:: 2170-137-01-23-1 Rijeka, October 17, 2023

Pursuant to Article 12, paragraph 3, item 12, Article 39, paragraph 1, Article 40, paragraph 6, Article 42, paragraph 3 and Article 43, paragraphs 4 and 5 of the Higher Education and Scientific Activity Act (Official Gazette 119/22), Article 34, items 1-2 and 25-27, Article 55, paragraphs 1 and 4, Article 56, paragraph 2, Article 58, paragraph 3 and Article 59, paragraphs 2 and 3 of the Statute of the University of Rijeka (CLASS: 030-01/23-01/05, REG.NO.: 2170-137-01-23-2, consolidated text of 2nd October 2023) and Article 12 of the Ordinance on Scientific, Artistic and Innovation Activities at the University of Rijeka (CLASS: 030-01/23-01/16, REG.NO.: 2170-137-01-23-1 of 22nd September 2023), at its 87th session held on October 17, 2023, the University of Rijeka Senate adopted the following

GUIDELINES FOR ADDITIONAL CRITERIA FOR THE SELECTION TO SCIENTIFIC-TEACHING, ARTISTIC-TEACHING, TEACHING, ASSOCIATE, AND PROFESSIONAL POSITIONS OF TEACHERS AT THE UNIVERSITY OF RIJEKA AND ITS CONSTITUENTS

Evaluation elements

General evaluation elements of additional criteria for the selection to scientific-teaching, artistic-teaching, teaching, collaborative, and professional positions at the University or its constituents will, as a rule, be classified into the following categories:

- applicant's academic knowledge and skills,
- skills and norms of academic and institutional behaviour,
- personal qualities, knowledge, and skills.

Academic knowledge and skills will generally include:

- qualitative level of scientific publications that cannot be assessed by bibliometric indicators, including the quality of the results, and the quality of the research methodology used.
- understanding of research methodology and technology,
- work on multidisciplinary, interdisciplinary, and transdisciplinary research and projects.
- commitment to internationalization of research and teaching activities,
- a commitment to open science practices, publication of papers under FAIR principles, the
 openness of one's research data, teaching resources, project proposals, software, codes, and
 hardware, research methods, evaluation, the openness of scientific infrastructure, work on open
 innovation, open community engagement, etc..
- teaching competencies: planning, implementation, and development of teaching and learning
 materials, including studies in a foreign language, development of conficula and implementation
 plans, development of micro-qualification modules, quality of mentoring, work on improving
 one's teaching and methodological competencies, use of (open) e-learning tools, development of
 transferable skills of students.
- research management: planning, application, and implementation of competitive scientific and artistic projects, planning and implementation of research and professional project activities, monitoring the career development of young researchers, risk management, peer review activities for the evaluation of publications, projects, study programmes and the quality of institutions,
- funding: attracting funding for research, knowledge commercialization, financial resources management, acquisition and management of research infrastructure, provision of funds for human resources (especially young researchers),
- community engagement: propensity for entrepreneurship, entrepreneurship, and knowledge transfer, development of innovation and cultural values, social and public sector innovation, addressing societal challenges, contributing to the development of regional innovation ecosystems, fostering civic science, knowledge of European and other international values and policies.

Skills and norms of academic and institutional behaviour, as a rule, will include:

- professionalism in work: commitment to academic integrity norms and work on the development
 and application of academic integrity, recognition of authorship of all contributors to research
 results, contribution to gender equality measures, work in the field of intellectual property, and
 copyright protection, confidentiality.
- leadership skills: successful management of the institution and/or organizational units, quality of
 management of academic networks, research groups, and projects, success in managing panels
 and commissions, talent recognition, management outside the academic sector, work on the
 development of innovation centres (hubs) and contribution to networking with stakeholders from
 the economy, public, and non-governmental sectors and the wider community.
- work on the development and implementation of institutional policies, including contribution to institutional, regional, and national smart specializations,
- contribution to the achievement of the United Nations' Global Sustainable Development Goals, the objectives of the actions of the European Research Area and the objectives of the European Higher Education Area and contribution to institutional occupational health and safety measures,
- teamwork: respect for colleagues and associates, collegiality, people management, success in leadership of (international, intercultural, interdisciplinary) teams, collaborative and negotiating competencies, fostering diversity and inclusion,
- communication skills: international and global action in research, teaching, and institutional activities, cooperation with stakeholders in and outside academia, involvement in the work of social and economic stakeholders, all forms of dialogue and cooperation with the wider community and citizens, building trust with social stakeholders.

Personal qualities, knowledge, and skills will generally include:

- basic knowledge: the most important and up-to-date knowledge in the research field, basic theoretical knowledge, the art of knowledge application, the ability to search for and acquire information, information and data management, foreign language knowledge, academic literacy,
- enthusiasm, perseverance, integrity, self-confidence, self-criticism, responsibility, and independence, adaptability, and flexibility, conflict resolution skills,
- cognitive skills: analysis and synthesis skills, abstract and critical thinking, strategic and systemic
 thinking, ability to cope with and solve problems and challenges,
- professional and career development: managing one's career and planning its development, international, inter-institutional, and cross-sectoral mobility, continuous professional development in the profession and teaching, professional networking and the establishment of professional networks, professional reputation,
- personal resource management: setting priorities, commitment to the profession, time management, balancing <u>business</u> and private life obligations under the principles of gender equality and respect for diversity,
- creativity: intellectual curiosity, originality, innovation, argumentation skills, willingness to take intellectual risks, research independence,
- understanding of different social and cultural contexts in one's and the international community, and awareness of the importance of action for general social benefit.

[https://zenodo.org/ records/12800551]

Act on Higher Education and Scientific Activity (October 2022)

• national criteria set by the National Council for Science, Higher Education and Technological Development → Rectors Conference's Committee for proposal of new criteria (March, 2023) ⇒ proposals sent to NC in May 2024 (with focus on elements of OS → open teaching content of e-course(s), FAIR principles & min 50% publications in OA, citizen science), national criteria still under discussion:

6. Uvjet korištenja otvorenih nastavnih

13. Uvjet sudjelovanja u programima popularizacije

znanosti

- da je na mrežnoj stranici ili na sučelju za e-učenje visokog učilišta, postavio najmanje jedan ekolegij, koji je recenziran i prihvaćen od nadležnog stručnog tijela visokog učilišta, a koji mora imati otvoreni online sadržaj, koji svima pružaju pristupačne i fleksibilne načine usvajanja ishoda učenja te uz konvencionalnije alate (snimljena predavanja, literaturu, rješavanje zadataka i sl.), koristi visoku razinu interaktivnosti i pružanja povratnih informacija te diskusija između nastavnika i polaznika

2. Uvjet korištenja instrumenata otvorene znanosti

• da je nakon prethodnog izbora rezultate istraživačkoga rada provodio u skladu s FAIR principima (vidljivo, dostupno, interoperabilno te ponovno upotrebljivo) te da je pritom barem 50% radova potrebnih za izbor na radno mjesto učinio dostupnim u otvorenom pristupu te odabirom primjerene CC licencije ili, u slučajevima kada to nije moguće, digitalnu kopiju cjelovitog teksta tih radova (objavljeni članak ili konačni recenzirani rukopis) postavio u institucijski ili drugi javno dostupni repozitorij pohrane

 da je nakon prethodnog izbora sudjelovao u najmanje 2 institucijski verificirane aktivnosti² popularizacije znanosti, kojima se potiče dijalog znanstvene zajednice sa zainteresiranom publikom o znanosti i znanstvenom obrazovanju*

*Vrednuju se sljedeće aktivnosti:

- javna popularno-znanstvena predavanja, tribine, radionice
- znanstveni popularni članci
- Festival znanosti, Europska noć istraživača, Dani otvorenih vrata (visokog učilišta ili sveučilišta), smotra Sveučilišta i slične prigodne manifestacije
- rad u stručnim tijelima časopisa za popularizaciju znanosti
- edukacijski znanstveni projekti
- znanstvene aktivnosti "građanske znanosti" (engl. citizen science) u kojoj su građani, u sklopu znanstvenog projekta pristupnika, dobrovoljno sudjelovali u prikupljanju podataka, njihovoj analizi i diseminaciji ili kroz (su)financiranje znanstvenih aktivnosti
- stvaranje audio-vizualnog sadržaja
- possible additional institutional criteria

[https://mzom.gov.hr/UserDocsImages//dokumenti/Znanost/Otvorena -znanost//Hrvatski-plan-za-otvorenu-znanost-svibanj-2025-MZOM.pdf]



Instead of a conclusion

- Per definition, science is a global (OPEN) endeavour.
- Researchers perform 90+ % of the research work (incl. publishing).
- Current publishing system generates many issues (incl. unsustainably rising costs).
- The OS usage, with all the hurdles, is rapidly growing & gaining momentum with many tools and frameworks readily available. It is already a must in many endeavours (incl. EU FP) and it influences in many aspects research career pathways.
- Together we (YUFE, YERUN, CoARA, EUA, ...) are not only stronger, but can better influence and contribute to the process. Joint projects & mutual learning are a must!
- National support is crucial, but many things can be done at institutional level.
- Institutionally, the process should be participatory (with researchers at all career stages (especially EMCRs), but also RMs and librarians), collaborative, coordinated, transparent, opened, and flexible, with strong leadership support and devoted resources. Acknowledge the diversity of roles, career stages, disciplines, ... and provide incentives and rewards.
- Dedicated APs help structuring and monitoring the process.
- · Trainings, workshops and awareness raising campaigns are very important.

UK Royal Society: "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."



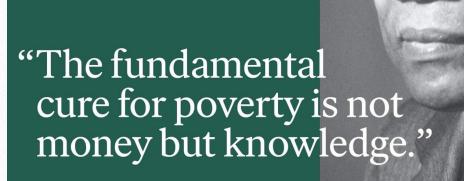








SIR ARTHUR LEWIS
Prize in Economic Sciences 1979



Thank you! #UniRiThePlaceToBe

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"The more open you are to sharing things, the more impact you have and the more you are able to change the world."

DAVID BAKER Nobel Prize in Chemistry 2024







