

MID-TERM EVALUATION OF ELEVEN RESEARCH SCHOOLS

THE EVALUATION PANEL

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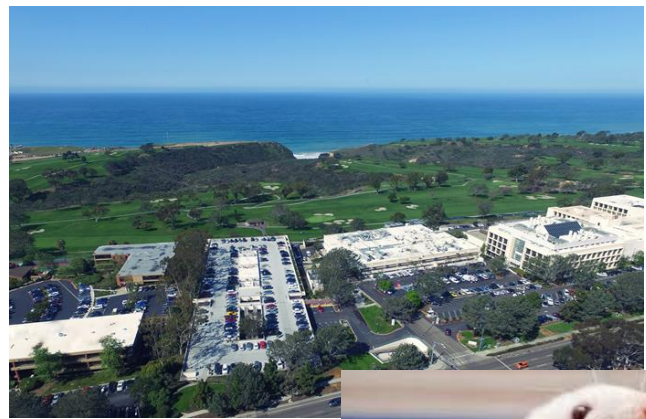
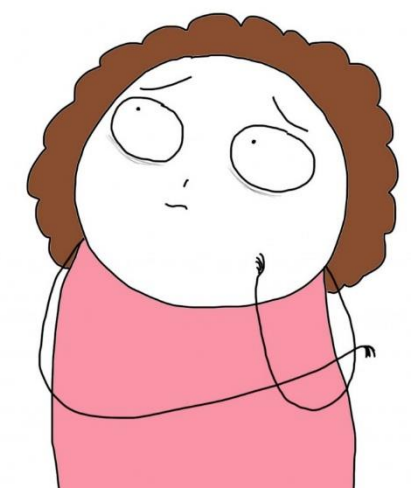
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MY JOURNEY TO CHAIR THE MID-TERM EVALUATION

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OUR TASK

- 1) assess the quality and success of the research schools in relation to the original objectives and plans
- 2) provide a recommendation to the Research Council of Norway as to whether the funding for the individual research schools should be maintained for the full eight-year period
- 3) advise each school on adjustments for further operation and achievement of goals and
- 4) contribute to learning and sharing the best practices.

REGARDING....

- Organization and management
- Administrative support and coordination
- Collaboration in the network
- Professional and administrative follow-up of the students
- Activities
- Internationalisation
- Distribution of costs

STRENGTHS

- National and international network activities – keep up-dated on the newest developments within the field
- Interdisciplinarity
- Academic courses of high international level
- Facilitates PhD-mobility
- Grants for mobility
- Members become more open-minded when exposed to diversity

WEAKNESSES

- Difficulties to recruit PhD-students
- Interaction with partner institutions (promoting PhD-courses, engagement)
- Dependent on “ild-sjæle” both at host institutions and at partner institutions
- Funds evenly spread during the funding period
- Administration and coordination take time (partly covered by partner institutions)
- “Competition” with partner universities on transferable skill/generic courses
- Application deadlines for PhD-courses are not uniform
- Few activities to include main-supervisors (may differ)

THREATS

- Difficulties to recruit PhD-students
- Vulnerable to exchange in key personal (ild-sjæle)
- Academic, institutional and personal conflicts
- Lack of funding beyond the next four years
- Corona

OPPORTUNITIES

- Strengthen international profile
- Possibility to bring own knowledge/research in play in new settings
- Increased visibility – improved recruitment of PhD-students
- Promoting new scientific collaborations and funding possibilities towards e.g. EU
- Closer relations with industry and/or public enterprises/institutions
- Joint teaching efforts – national and international
- Access to infra structure
- On-line platform learning
- Collaboration with other research schools (national and international)
- Recruitment of the future scientists
- Mission-driven research in relation to societal challenges
- Innovation

GENERAL OBSERVATIONS BY THE PANEL

- Binding agreements
- Involvement/”empowerment” of PhD-students
- Balance between specialised courses vs generic courses
- Career planning – within and beyond academia
- Follow-up and documentation
- Distribution of costs
- Continued operation beyond RCN funding

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OVERALL RECOMMENDATIONS TO THE RCN

- Be clear about future funding
- Identify areas in the society that needs to be explored and strengthened - Mission driven research schools
- Identify research groups at high international level in a relevant field that should organise the research school
- Include universities abroad
- Include interdisciplinary approaches – and train T-profile
- Affiliate relevant private companies and/or public enterprises
- Connect minor excellent research groups
- Secure humanities

SPECIFIC RECOMMENDATIONS TO THE RCN

- NRC should draw up clear, verifiable and relevant success criteria
- NRC should request a description of quality assessment system
- PhD-student follow-up
- The PhD-student should be empowered
- Interview of applicants incl partners
- Organisation and binding agreement between partners – commitment/contribution/
- Career activities
- Gender

THANK YOU!

GOOD LUCK AND TAKE CARE





AARHUS
UNIVERSITY

THE SCHEME WAS EVALUATED 2018

SOME CONCLUSIONS:

- more national cooperation between research environments
 - the components of the training program provided to the PhD students is of high quality.
 - the research schools have contributed to internationalization of the teaching.
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- It is, however, so far not possible to see any measurable effects of this on completion degree and completion time – OBS 66% of the PhD-students did obtain the PhD degree within 6 years.

