Academy Research Fellow's merits and competencies

November 21, 2023

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Our program today (13.00-14.30)

1. Science advisers' presentation on merits and competencies – what and why?

2. Guest speaker presentations: Academy Research Fellows and Scientific Council representative

3. Discussion: Add questions for science advisers or guest speakers in the Q&A – there will be plenty of time and we will respond to your questions after the presentations

The science adviser's presentation will be recorded and made available online for two weeks – guest presentations and discussion will not be recorded (some participant names may appear in the recording)

Ask & Apply webinars in 2023

1. What's new about the winter call?: **Check materials**

2. Autumn call becomes winter call – how will the review change?: **Check materials**

3. Merits and increased competencies of Academy Research Fellows: **Today!**

4. Academy Programme for Sport Science and Physical Activity: **Thursday 23 November at 13-14**

5. Ask Me Anything – our science advisers answer your questions: **Tuesday 12 December at 13-14**

Background

- Aim: Academy Research Fellowship supports early-career researchers on fast career tracks
  - Significant career progress
  - Establishing a position in national and international research community
  - High-quality, high-impact science

- Principles of responsible researcher evaluation

➢ **Describe your own personal path as a researcher**, past and future
  - Importance in the review and decision-making process

Winter call 2024: How to fill in the 'Merits and increased competencies' section ([link to video](#))

Feedback from panels of the first call 2022

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How the project will help the applicant develop explicit skills, not only in terms of management, supervision and the like, but also more substantially/scholarly skills - and more quantitative measures

Applicants need more guidance on how to fill out this section

It should be made clear to applicants that this is priority evaluation criteria

Applicants should address their career path and plans clearly so they can be evaluated.

It was a bit unclear how a project will help the applicant develop particular skills etc, beyond helping to build a career.

Applicants should describe better their career progress and increased expertise – and make it personal.

Not all applicants stick to the principles of DORA, with frequenting citing of journals to indicate quality

How applications for Academy Research Fellowships are reviewed

- The applicant should be a promising research talent who is on a rising career trajectory and has potential to advance to more demanding research positions.

- Applicant's competence is based on qualitative indicators.

- Throughout the review, the applicant's career stage is taken into account.

- Merits and increased competencies are evaluated in the review form: *1.1 Competence, expected achievements and potential of applicant*

1. The applicant

1.1 Competence, expected achievements and potential of applicant   Sub-rating (1–6)

Please review:

- applicant's personal achievements and scientific expertise
- applicant's professional competence and independence, i.e., merits in supervising and mentoring, merits in existing or planned joint projects, and more independent publishing
- experience of working in different research environments across international and/or sectoral borders
- significance of this funding to advancement of applicant's professional competence
- applicant's career development potential
- applicant's ability to generate scientific renewal during and after the project
  - See **CV** of applicant in the application form including
    - most relevant publications and other key outputs in CV (complete list of publications attached at the end of application)
  - See **Merits and increased competencies** in the application form.
  - Please note that the scientific expertise of the applicant in terms of project implementation is reviewed in sub-section 3.2.

Tips for writing your own story: Be concrete and personal

- Be **concrete** and **specific**

  - What research topics/fields have you/will you contribute to?

  - Describe your past turning points and future vision and ambition

- Highlight suitable **examples** from your CV (do not simply summarize and avoid repetition)

- If you have worked in a team, mention **your specific contributions** and the skills that you used or developed

  - For planned future collaboration, what will you learn or develop to support your goals as a researcher?

- Go beyond a list of the numbers of people you have supervised or mentored

  - For example, how did you help them to develop and what did they go on to achieve?

- Focus on explaining HOW and not WHAT

- Reminder: not give journal rankings, journal impact factors or citation metrics (e.g. h-index) in your application.

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Structure of merits and competences

Academic profile and merits to date

- What is your research topic, and why have you chosen it? What choices have you made so far in your research career? In which areas in particular have you wanted to develop yourself and improve your skills? What have been the turning points in your research career?

How has your research idea evolved since your doctoral thesis

- What factors or experiences have contributed to the evolution of the idea? What new perspectives or methods have you adopted since your doctoral thesis? What is the relevance and potential impact of the new idea in your research field?

How do you plan to increase your competence as a researcher during the funding period

- How would this funding benefit your research career? What would you do with this funding to further your career? What kinds of skills are you going to develop?

Your career plan after the funding period.

- How will you make use of your knowledge and know-how as a researcher or expert after the funding period? What are your short- and long-term career goals after the funding period? What is your scientific vision and ambition for the future, and which scientific disciplines will be your focus? How will you implement these?

Merits and competencies in the winter call

- This section now added as a pdf (use the template!)

- Length extended to one page

- Guidance and supporting questions available in the templates

- See [Merits and competencies](#)

The template

▪ **Merits·and·increased·competencies·in·Academy·Research·Fellowship**¶

The·aim·of·the·Academy·Research·Fellowship·funding·scheme·is·to·enable·researchers·to·increase·their·competencies,·make·significant·career·progress·towards·the·most·demanding·research·positions·and·achieve·an·established·position·in·the·national·and·international·research·community.·Academy·Research·Fellows·produce·high-quality,·high-impact·research·that·stimulates·scientific·renewal.¶

The·review·of·applications·for·Academy·Research·Fellowships·is·focused·on·the·applicant's·ability·to·achieve·the·above·objectives.¶

The·Research·Council·of·Finland's·review·criteria·are·in·compliance·with·the·principles·of·responsible·science·and·responsible·researcher·evaluation.·This·means,·for·example,·that·you·should·not·give·journal·rankings,·journal·impact·factors·or·citation·metrics·(e.g.·h-index)·in·your·application.¶

Fill·in·your·merits·and·increasing·competencies·on·our·template.·The·description·must·not·exceed·one·page.·The·template·contains·information·about·the·formatting·and·page·settings.·The·instructions·and·structure·provided·must·be·followed·to·ensure·the·equal·treatment·of·applicants.·See·the·How-to·guides·for·the·online·services·on·our·website·for·the·technical·instructions.¶

The·description·is·submitted·as·a·PDF·appendix·on·the·tab·'Merits·and·increased·competencies'·in·the·online·services.¶

▪ **Content·of·description**¶

The·'Merits·and·increased·competencies'·section·is·essentially·a·narrative·CV·designed·to·allow·the·applicants·to·describe·their·interests,·motivation,·future·plans·and·means·to·progress·in·their·career.·The·description·should·focus·on·the·personal·research·career·path·with·as·many·concrete·examples·as·possible.¶

When·writing·the·description,·consider,·**for·example**,·how¶

- → collaboration,·mobility·and·various·forms·of·networking¶
- → sharing·of·data¶
- → establishing·a·research·team·and·other·academic·leadership·experience¶
- → supervision·and·teaching·experience¶
- → various·expert·positions¶
- → promotion·of·scientific·or·societal·impact¶

will·affect·your·competence·and·development·as·a·researcher,·scientist·or·expert.¶

Also·familiarise·yourself·with·section·1.1·(Competence·and·expertise·of·applicant)·of·the·review·form·for·Academy·Research·Fellowship·applications.¶

The·merits·and·increased·competencies·document·is·submitted·as·a·PDF·appendix·on·'the·Merits·and·increased·competencies'·tab·in·the·online·services.·¶

- → The·document·may·be·no·longer·than·1·page¶
- → The·paper·size·is·A4.¶
- → The·font·is·Calibri/Carlito·12·pt.¶

- → The·line·spacing·is·1.¶
- → The·margins·are·20·mm.¶
- → The·text·is·left-aligned.¶
- → Do·not·use·paragraph·indents.¶
- → Use·a·single-column·layout·when·writing·the·text.¶
- → The·maximum·size·of·the·PDF·appendix·is·50·MB.¶

Write·the·document·on·this·template.·You·must·not·edit·or·delete·the·headings·in·the·template.·Write·the·document·**in·English**;·the·applications·are·reviewed·by·international·experts.·¶

▪ **Structure**¶

Follow·this·structure·in·the·description.·The·questions·are·designed·to·support·and·guide·you·in·writing·the·description.·You·can·use·them·as·appropriate.·¶

Please,·delete·these·instructions·(in·grey)·when·preparing·your·text.¶

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Applicant's·name:·Click·or·tap·here·to·enter·text.¶
Application·number:·Click·or·tap·here·to·enter·text.¶

1 → Describe·your·academic·profile·and·merits·to·date·¶

- → What·is·your·research·topic,·and·why·have·you·chosen·it?·What·choices·have·you·made·so·far·in·your·research·career?·In·which·areas·in·particular·have·you·wanted·to·develop·yourself·and·improve·your·skills?·What·have·been·the·turning·points·in·your·research·career?¶

Please,·delete·these·instructions·(in·grey)·when·preparing·your·text.¶
Write·your·text·here….¶

2 → Describe·how·your·research·idea·has·evolved·since·your·doctoral·thesis.¶

- → What·factors·or·experiences·have·contributed·to·the·evolution·of·the·idea?·What·new·perspectives·or·methods·have·you·adopted·since·your·doctoral·thesis?·What·is·the·relevance·and·potential·impact·of·the·new·idea·in·your·research·field?¶

Please,·delete·these·instructions·(in·grey)·when·preparing·your·text.¶
Write·your·text·here….¶

3 → Describe·how·you·plan·to·increase·your·competence·as·a·researcher·during·the·funding·period.¶

- → How·would·this·funding·benefit·your·research·career?·What·would·you·do·with·this·funding·to·further·your·career?·What·kinds·of·skills·are·you·going·to·develop?¶

Please,·delete·these·instructions·(in·grey)·when·preparing·your·text¶
Write·your·text·here…¶

4 → Describe·your·career·plan·after·the·funding·period.¶

- → How·will·you·make·use·of·your·knowledge·and·know-how·as·a·researcher·or·expert·after·the·funding·period?·What·are·your·short-·and·long-term·career·goals·after·the·funding·period?·What·is·your·scientific·vision·and·ambition·for·the·future,·and·which·scientific·disciplines·will·be·your·focus?·How·will·you·implement·these?·Please,·delete·these·instructions·(in·grey)·when·preparing·your·text.¶
Write·your·text·here…¶

Grey text instructions:
- Read them
- Delete them in the final version

- Fill in all sections in the template
- **Do not delete or change the titles**
- **1 page at the end**

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Questions?

- You can **type your questions in the Q&A**

- Contact our helpdesk (www.aka.fi/feedback)

- Also see our FAQ page (www.aka.fi/winter_call_faq)

- Subscribe to our newsletter and check our new videos for the winter call

Example: Researcher competence framework

- [ResearchComp: The European Competence Framework for Researchers](#)

- Poll for the audience: what competence areas do you have *now* and hope to have *in the future*?

Guest speakers

Academy Research Fellow
Maria Heikkilä
University of Helsinki

Academy Research Fellow
Kari Vienola
University of Turku

Professor
Tarja Väyrynen
University of Tampere, Scientific Council for Social Sciences and Humanities

Final thoughts

- Poll for the audience: What *stood out or stuck with you* from this webinar?

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