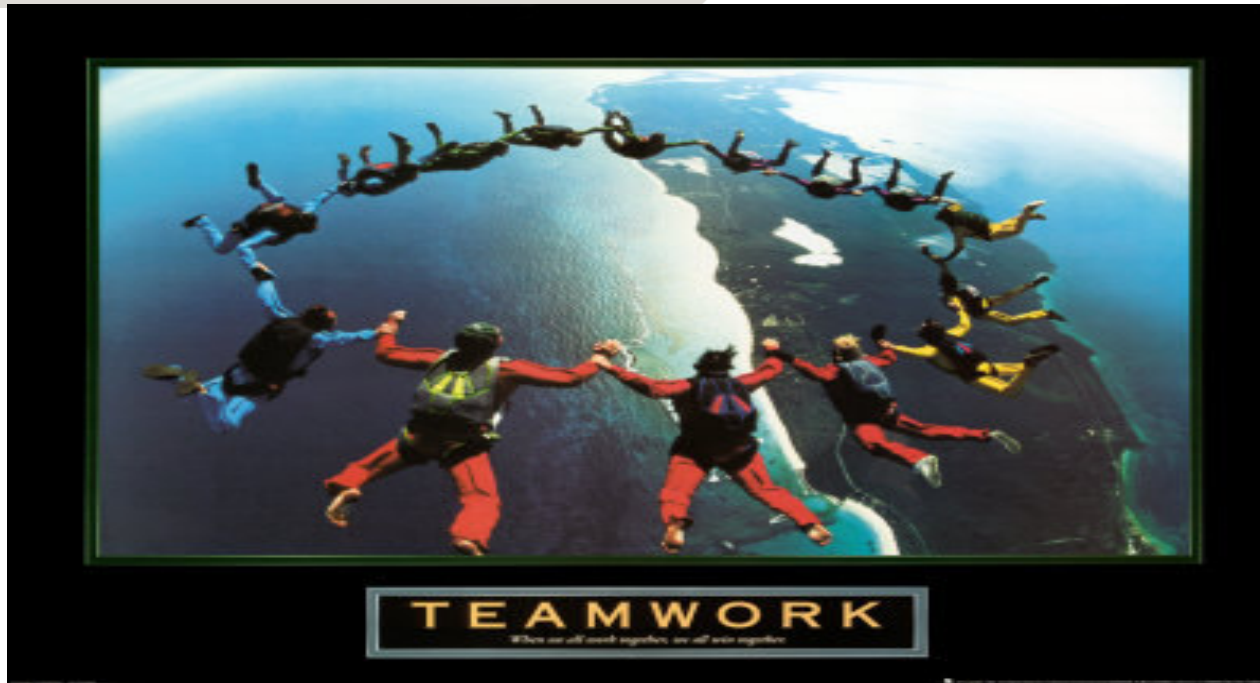


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Leadership and management is highly emphasized by the new generation academic group leaders

Presentation of preliminary results

Inge van der Weijden, Maaike Verbree and Peter van den Besselaar

Acknowledgements



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- Project

Organisation, management and performance of research groups

- Research Team

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- 6 journal papers submitted/in preparation

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- Science of Science and of Science Policy
- Fundamental and policy oriented research
- Largest Dutch academic research group in this field: 18 FTE basic funding + project funding

Examples of SciSa research questions:

- How to measure societal and scientific **quality** of research?
- What are the effects of **organizational forms** and **institutions** on research practice and scientific development?
- What are the effects of organization and management of **research groups** on research practice and performance
- How do **research fields** develop, reacting on scholarly and societal influences?

Research groups

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Research groups:

- Stable units with:
 - Research program
 - Frequent internal communication
 - Research leader(s)
- Average size: 14FTE (2002); 17 FTE (2007)
- Differ in their mixture of research goals
- Define success in terms of goals from group and organisation
- Measurement of scientific AND societal output is needed



Surveys among Dutch biomedical and health research leaders:

- 2002: N=137 (38% response rate)
 - 59 respondents left their groups because they retired, moved abroad or were hardly involved in academic research.
 - 43 respondents remain research group leader and they are indicated as active group leaders.
 - 35 respondents are non-responders in 2007
- 2007: N=188 (27% response rate)

Summary Results RQ 1 & 2



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- Data 2002
- High degree of mobility of group leaders:
 - 43% left the group, mainly emeritus professors
- Ones that left:
 - Less actively involved in group management and leadership
 - Lower academic performers
- Differences are associated with age (older) and generation (more years of leadership experience)

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Results RQ1



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Leadership and management activities	Mean Active groups (n=43)	Mean Leaders that left (n=59)
Pre-evaluations of research proposals	95%	79%
Research policy meetings	79%	67%
Non-financial rewards	1.8	1.5
Importance of research schools	3.0	3.4

Generational effects

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Results RQ 1



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Leadership and management activities	Mean Active groups (n=43)	Mean Leaders that left (n=59)
Job evaluations	100%	88%

Time allocation of group leaders	Mean Active groups (n=43)	Mean Leaders that left (n=59)
Time to education	11.2%	15.4%
Time to research activities	15.6%	11.2%

Differences are associated with age of group leaders

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Results RQ 2



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Scholarly Performance	Mean Active groups (n=43)	Mean Leaders that left (n=59)
Research funding coming from external sources	66%	52%
ZonMw activity	1.5	0.8

Results RQ 3



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- Data 2007; 188 respondents
- Leadership experience is negatively related to societal research output (*see table on next slide*)
- Suggests that the younger generation of group leaders is more aware of the increased societal demand for relevance

Correlations between leadership experience and societal productivity



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Correlations: Spearman's rho	
	(N)
Number of societal output products per FTE	Leadership experience
Presentations to non-scientific public	-.203** (113)
Contributions to public media	-.252** (101)
Education / courses for professionals	-.394*** (84)
Membership of committees developing guidelines / policy recommendations	-.421*** (86)
Contributions to conferences directed to target groups	-.217** (87)
Professional publications	-.273** (85)
Policy reports	-.379*** (48)

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Work in progress: Analysis summer 2010



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- Differences in management style?
 - Involvement in research
 - Considerations for selecting new research topics

- Differences in size and group composition?

Questions?



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