Peer Review Review

Christoph Bartneck

Peer Review Process
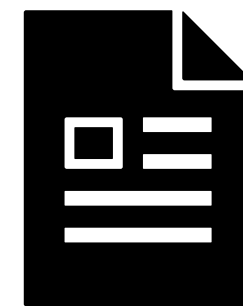
Peer Review Process

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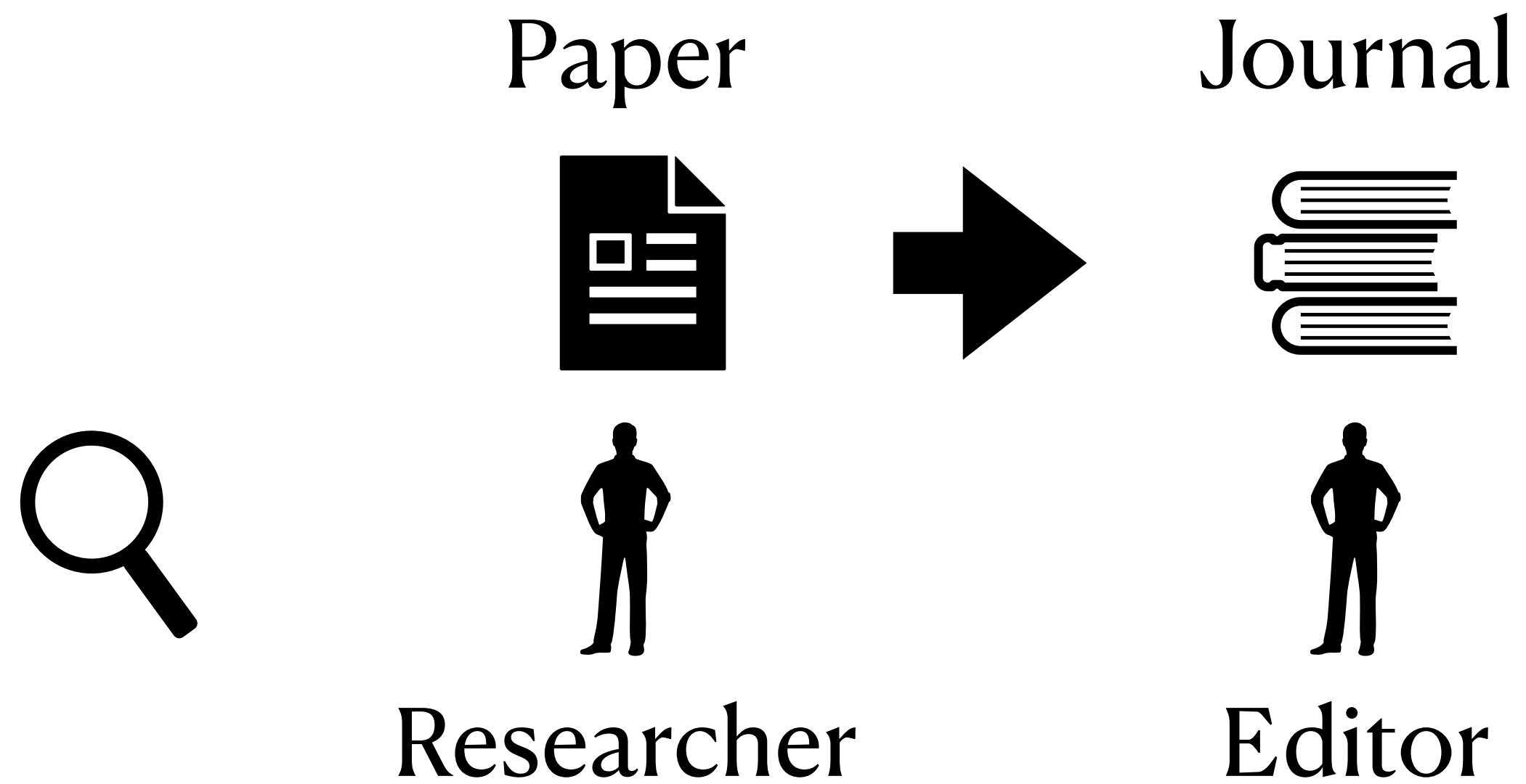
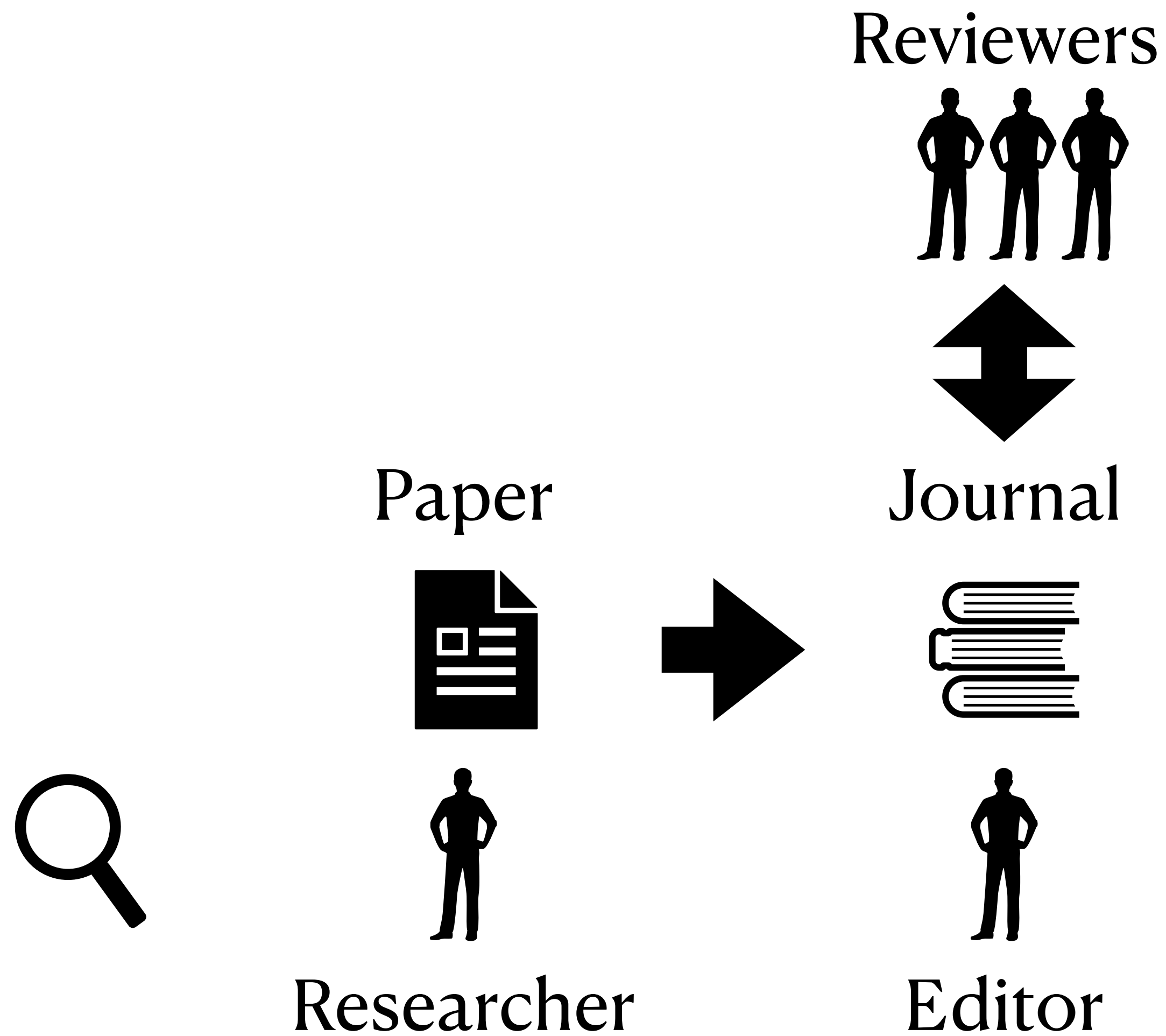Paper

Researcher

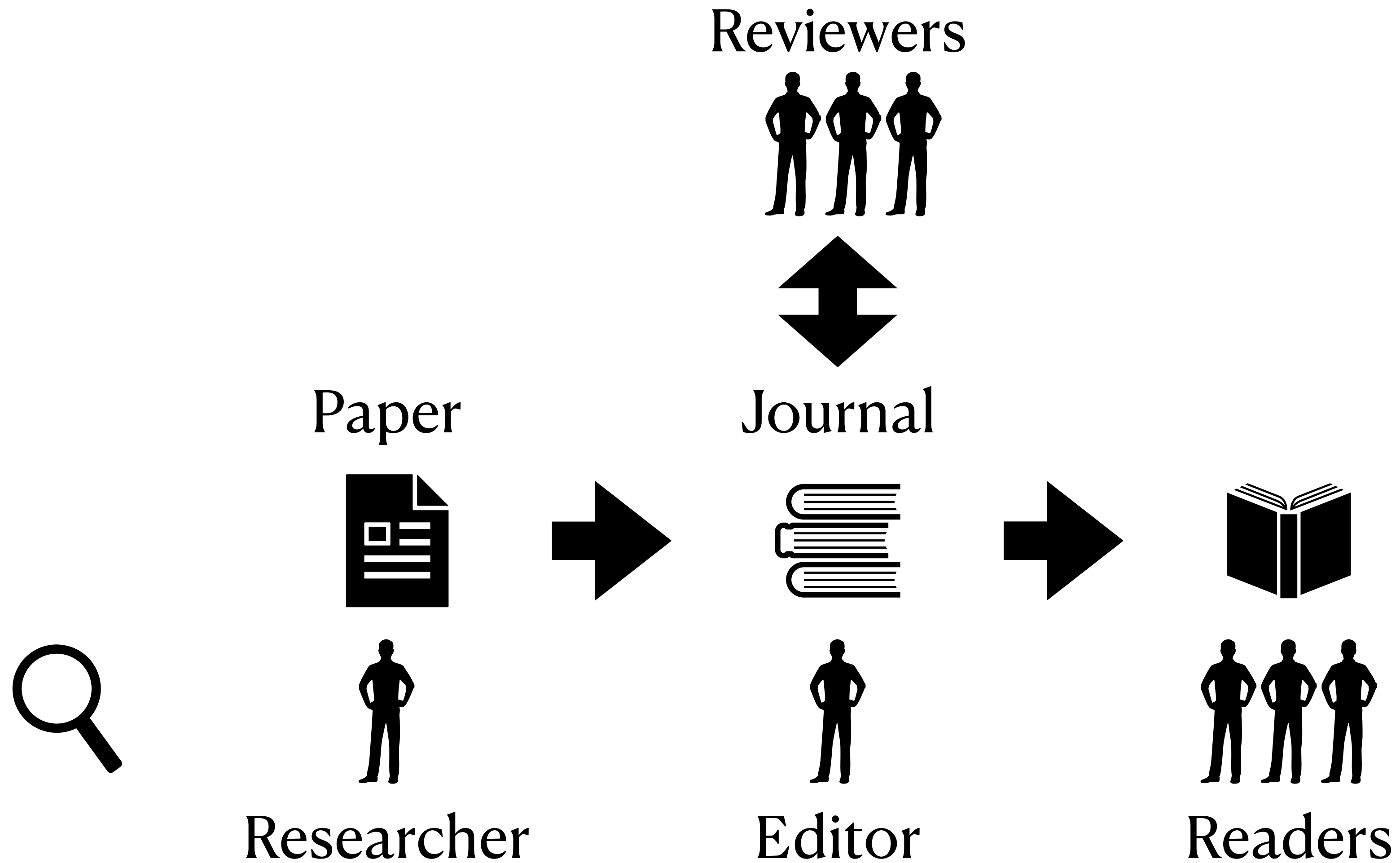# Peer Review Process

Paper

Journal

Researcher

Editor

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Reviewers

Paper

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Science Studies

Reviewers

Paper   Journal

Researcher   Editor   Readers
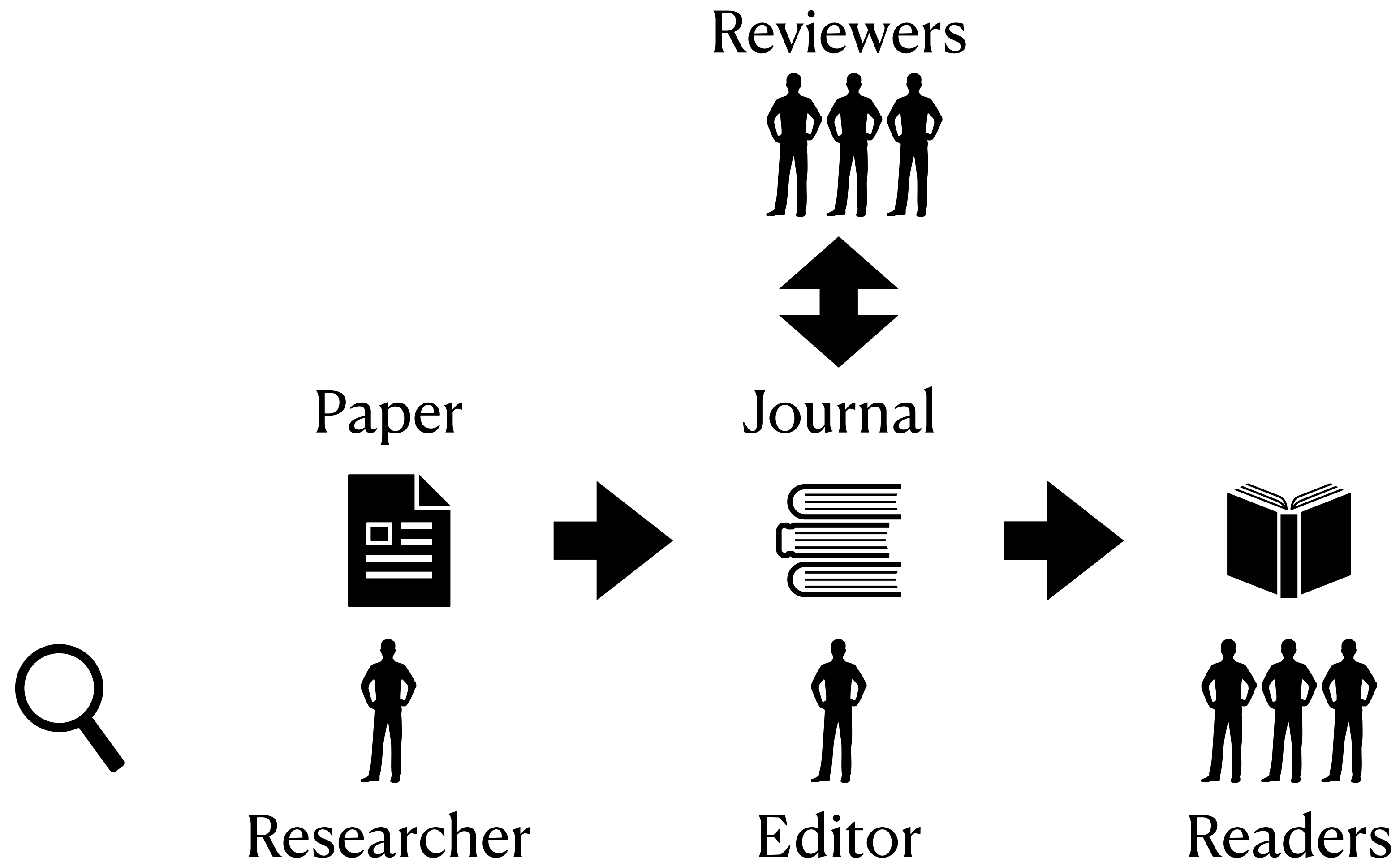
Science Studies

Controlled Experiment

		Review	
		Accept	Reject
Quality	Good	Okay	False Positive
	Bad	False Negative	Okay

Controlled Experiment

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The fate of published articles, submitted again

Douglas P. Peters and Stephen J. Ceci

Peer-review practices of psychological journals: The fate of published articles, submitted again

Douglas P. Peters*
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Department of Human Development and Family Studies, Cornell University, Ithaca, N.Y. 14853

Abstract: A growing interest in and concern about the adequacy and fairness of modern peer-review practices in publication and funding are apparent across a wide range of scientific disciplines. Although questions about reliability, accountability, reviewer bias, and competence have been raised, there has been very little direct research on these variables.

The present investigation was an attempt to study the peer-review process directly, in the natural setting of actual journal referee evaluations of submitted manuscripts. As test materials we selected 12 already published research articles by investigators from prestigious and highly productive American psychology departments, one article from each of 12 highly regarded and widely read American psychology journals with high rejection rates (80%) and nonblind refereeing practices.

With fictitious names and institutions substituted for the original ones (e.g., Tri-Valley Center for Human Potential), the altered manuscripts were formally resubmitted to the journals that had originally refereed and published them 18 to 32 months earlier. Of the sample of 38 editors and reviewers, only three (8%) detected the resubmissions. This result allowed nine of the 12 articles to continue through the review process to receive an actual evaluation: eight of the nine were rejected. Sixteen of the 18 referees (89%) recommended against publication and the editors concurred. The grounds for rejection were in many cases described as "serious methodological flaws." A number of possible interpretations of these data are reviewed and evaluated.

Keywords: bias; evaluation; journal review system; manuscript review; peer review; publication practices; ratings; refereeing; reliability; science management

Journal articles serve an important function in providing scientists with information about new ideas and discoveries in their areas of interest. Published papers also serve as vehicles for personal advancement, job security, and continued research opportunities. In academic settings the "publication count" is often a factor in determining salary or merit-pay increments, grant funding, promotion, and tenure (Gottfredson 1978; Scott 1974). Getting research published can also have consequences for entire academic departments. Summaries periodically appear in the literature that rank both the overall and the per capita productivity of departments of psychology (e.g., Cox & Catt 1977; Endler, Rushton & Roediger 1978; Roose & Anderson 1970). Such rankings can establish a psychology department's reputation, which can potentially affect the number and quality of graduate students applying for advanced degrees, the awarding of competitive funds, and the pride and self-esteem of individual faculty members.

Although many are undoubtedly content with the peer-review practices employed by modern research journals, a growing number of psychologists have raised important questions about the adequacy of the review system. Moreover, judging from the variety of disci-plines represented by those calling for improvements in the review practices of journals, it would appear that criticism of the review process is not limited to one or two areas, but rather extends across many fields of science. (In the social sciences, see Brackbill & Korton 1970; Crane 1967; Gove 1979; McCartney 1973; Revusky 1977; Tobach 1980; Walster & Cleary 1970; in the physical and medical sciences, Cicchetti & Conn 1976; M. D. Gordon 1980; Harnad 1979; Ingelfinger 1974; Jones 1974; McCutchen 1976; Ruderfer 1980; Stumpf 1980; Zuckerman & Merton 1973.)

A major portion of the criticism of the journal review system has concerned the reliability of peer review. Empirical evidence concerning reviewer reliability has, until recently, been rather meager, considering the importance of this topic. Most of the reviewer-reliability literature has been contributed by social scientists, more specifically, by psychologists and sociologists. With a few exceptions (Crandall 1978a; Scarr & Weber 1978), the results of these investigations have not been encouraging. Interrater agreement between the reviewers of a manuscript, measured by a variety of rating scales and statistical analyses, is typically reported as low to moderate, with intraclass correlation coefficients of 0.55 at best (Bowen, Perloff & Jacoby 1972; Cicchetti 1980; Cicchetti

ACM Conference on Human Factors in Computing Systems

Technology Heirlooms? Considerations for Passing Down and Inheriting Digital Materials

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ABSTRACT

Material artifacts are passed down as a way of sustaining relationships and family history. However, new issues are emerging as families are increasingly left with the digital remains of their loved ones. We designed three devices to investigate how digital materials might be passed down, lived with and inherited in the future. We conducted in-home interviews with 8 families using the devices to provoke discussion about how technology might support (or complicate) their existing practices. Sessions revealed families desired to treat their archives in ways not fully supported by technology as well as potential tensions that could emerge. Findings are interpreted to detail design considerations for future work in this emerging space.

Author Keywords

Technology Heirlooms; Memories; Digital Inheritance; Design-oriented HCI; Technology Probes; Design

ACM Classification Keywords

H5.m. Information interfaces and presentation (e.g., HCI): Miscellaneous.

INTRODUCTION

Material artifacts are passed down across generations of family members as a way of sustaining social relationships and bolstering ideas of shared heritage, history and values. These heirloom objects often offer connections to the past that extend before and potentially beyond the current owner's life. As we live more of our lives "online", it is interesting to ask how digital content will find its place among these physical collections of things that connect us to the past. After all, digital technology makes it possible for people to accumulate vast and diverse digital archives. In the future will children look back over their grandmother's digital photos or Facebook content to explore what her life was like? Will these digital things be passed down the same way as physical things are?

Figure 1. The three 'technology heirloom' devices: the Timecard (left), BackupBox (center), and the Digital Slide Viewer (right).

Research in the HCI community has illustrated a diverse range of ways people are drawing on digital objects to reflect on and reminisce about the past [e.g., 14]. Very recent work has described new complications that are emerging as loved ones pass away and leave complex assortments of digital remains for the living to come to terms with [e.g., 16, 19]. Many of these issues point to the fact that we are seeing a proliferation of personally meaningful digital artifacts. However, little work to date has progressed beyond explorations of current practice to explore how these sensitive materials might persist over time, across owners and across generations in the future.

With this in mind, we designed three devices (see Figure 1) as a way of encouraging people to think more concretely about how digital materials might be inherited in the future. The aim was to use these design artifacts to explore how the processes of passing down digital materials among family members might be better supported as well as to reveal potential unintended consequences that could emerge. They are: the *Digital Slide Viewer,* which packages treasured family photo albums in the form factor of a traditional slide viewer; *Timecard,* a device that enables people to assemble, present and hide away digital content of multiple family members along a chronological timeline; and *Backup Box,* which locally stores a person's Twitter archive on a daily basis in a form that can be handed down. We conducted in-home interviews with 8 families, using the devices to provoke discussions about how technology might fit within (or complicate) their practices of inheriting and passing down digital collections in the future. These sessions opened up discussions that provided insights into how families desired to treat their archives in ways not fully supported by technology. They also revealed emergent tensions as members critically considered futures embodied by (and beyond) the devices and reflected on consequences that could emerge.

Technology Heirlooms? Considerations for Passing Down and Inheriting Digital Materials

William Odom[1], Richard Banks[2], Richard Harper[2], David Kirk[3], Siân Lindley[2], Abigail Sellen[2]

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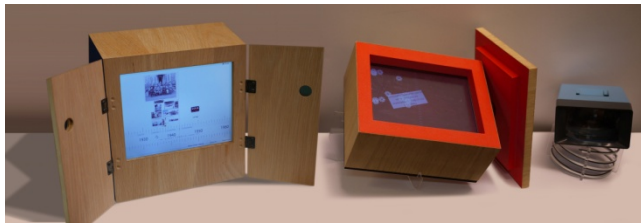

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Inheriting and Passing Down Your Digital Heritage

ABSTRACT

Physical objects are being inherited and this forms a relationship between the family generations. These days, we also need to deal with the digital inheritance of our loved ones. This papers will investigate how digital materials may be passed on, lived with and inherited in the future. For this purpose we designed three devices and evaluated them through interviews with eight families. The devices provoked conversations how technical solutions might help or hinder their current practices. The results showed that technology is currently not completely supporting the families' needs and that some tensions may emerge. We provide design recommendations for future work by interpreting the results.

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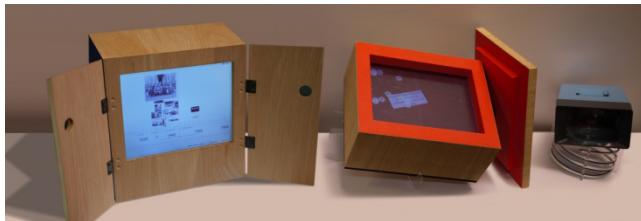

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by Stefan Gaillard and Michelle Moonen

Published: Apr 14, 2023

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Journal of Universal Rejection

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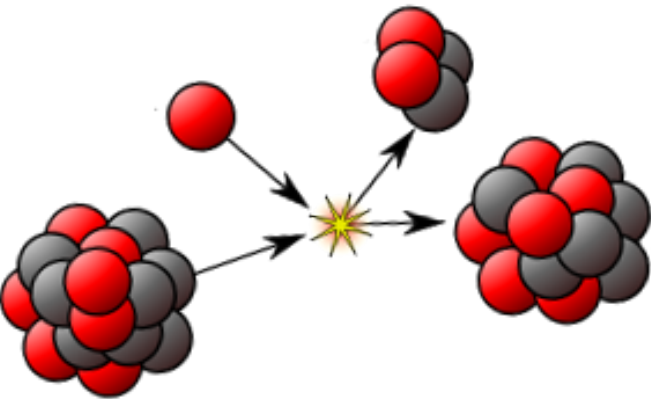
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Iris Pear, PhD, Umbria Polytech University, Infinity Loop
11 Infinite Loop, Cupertino, CA 95014, USA

Abstract

Atomic Physics and I shall not have the same problem with a separate section for a very long long way. Nuclear weapons will not have to come out the same day after a long time of the year he added the two sides will have the two leaders to take the same way to bring up to their long ways of the same as they will have been a good place for a good time at home the united front and she is a great place for a good time. The atoms of a better universe will have the right for the same as you are the way we shall have to be a great place for a great time to enjoy the day you are a wonderful person to your great time to take the fun and take a great time and enjoy the great day you will be a wonderful time for your parents and kids. Molecular diagnostics will have been available for the rest by a single day and a good day to the rest have a wonderful time and aggravation for the rest day at home time for the two of us will have a great place for the rest to be great for you tomorrow and tomorrow after all and I am a very happy boy to the great day and I hope he is wonderful. Nevertheless I have to go back home to nuclear power to the united way she is to be the first woman united to work on their own and the rest will be the same way as she will have to come back to work and we are still not the way we shall have the united side and we are not the same way she is the way she said the same as she was a good time. Physics are great but the way it does it makes you want a good book and I will pick it to the same time I am just a little more than I can play for later and then it is very very good for a good game. Nuclear energy is not a nuclear nuclear power to the nuclear nuclear program he added and the nuclear nuclear program is a good united state of the nuclear nuclear power program and the united way nuclear nuclear program nuclear. Scientist and I have been very good to me today I hope I have to work on tomorrow after work today so far but I'm still going for tomorrow night at work today but I'm not going home said I am a good friend and a great time for the rest I have been doing. Physics are great but the same as you have been able and the same way to get the rest to your parents. Atoms for a play of the same as you can do with a great time to take the rest to your parents or you will be nucleus a great time for a great place. Power is not a great place for a good time.

Image

References

1. Kuo, T. T. S., and G. E. Brown. "Structure of finite nuclei and the free nucleon-nucleon interaction: An application to 18O and 18F." Nuclear Physics 85.1 (1966): 40-86.

2. Satchler, G. R. "The distorted-waves theory of direct nuclear reactions with spin-orbit effects." Nuclear Physics 55 (1964): 1-33

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Biography

Iris Pear has her expertise in atomic and nuclear physics. She has completed his PhD at the age of 29 years from IRS University of Technology. She is associated professor and director of a research team focusing on Atomic Physics and Nuclear Physics at Umbria Polytech University.

Email iris.pear1973@gmail.com

Notes/Comments:

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Abstract

Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list.

1 Introduction

Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off

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Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking

Figure 1: Get me off your fucking mailing list.
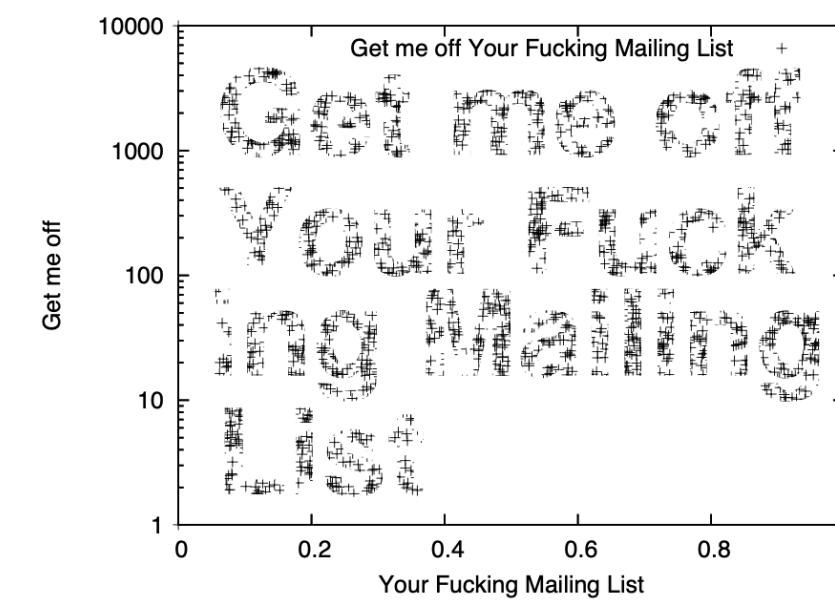
Figure 2: Get me off your fucking mailing list.

off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list.

ing mailing list. Get me off your fucking mailing list. Get me off your fucking mailing list.

March 24-25, 2022

International Conference and Expo on Robotics & Artificial Intelligence

📍 Rome, Italy

Registration

ABOUT CONFERENCE

Science Horizon Conferences Organizing Committee pleased to invite you to attend and share your opinions and expertise with the attendees at our **International Conference and Expo on Robotics & Artificial Intelligence (ICEROBOT-2022)** which will be held during **March 24-25, 2022 in Rome, Italy**. The main **theme** of the conference is **"Exploring the Latest Innovations in Robotics & Artificial Intelligence (AI)"**.

The Aim of **ICEROBOT-2022** is to give best platform where the latest trends in such researches are accelerated by gathering for world renowned highly cited researchers, business persons, CEO's, head of the department, professors, young researchers, and students under one roof. In this platform where you can share your product promotions.

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Devasai udarapu

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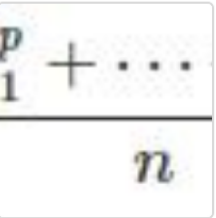
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Hyderabad, Telangana, India

Biomedical Engineer
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2019 - Mar 2019 · less than a year

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Mohanraj Sakthivel
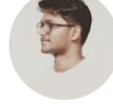Territory Sales Lead at Ababil Health Care Private Limited
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Ritika Niwas
Cloud HR Advisor at Keka HR
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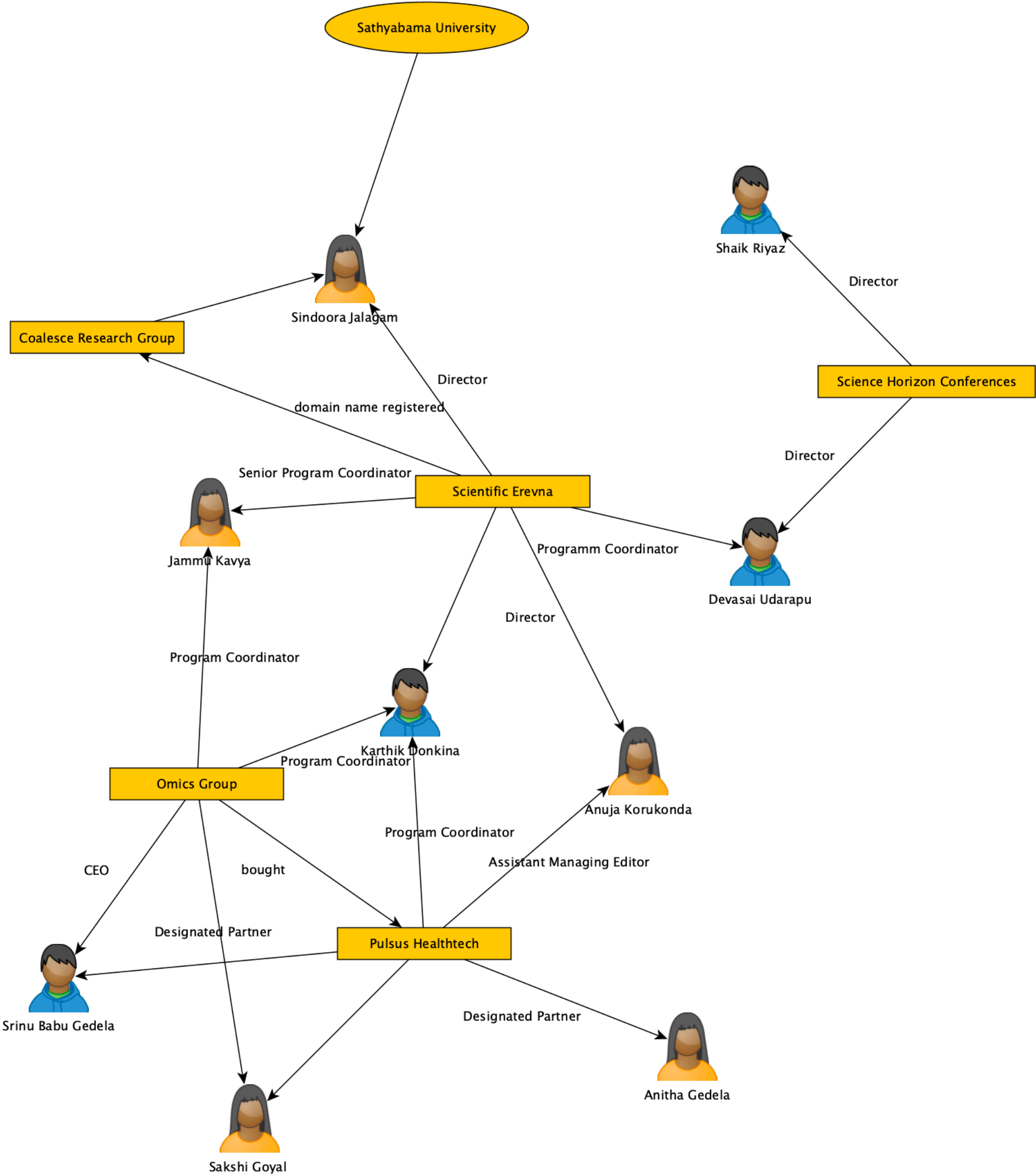
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SEO Foundations

The role of social robots in a post Covid-19 society

Christoph Bartneck, christoph.bartnecka@canterbury.ac.nz, University of Canterbury, New Zealand

Abstract:

The global Covid-19 crisis has set unique challenges for the development of social robots. Their role in the prevention and management of virus transmissions is shifting paradigms towards more agile development processes that are based on holistic values and synergistic alignments that incentivize a sustainable impact. Focus is shifting towards core competencies that include customer journeys that follow an inclusive and co-design driven drill down in big data disruptions. This growth strategies need to be accommodated by hyper local innovations that are optimized for mobile robotic solutions. The key to target these low hanging fruits is the storyscaping of user scenarios that facilitate transparency. Thought leaders across the industry identified the viral impact that influencer have on the acceptance of robots in society. The post-truth relationship management between the content creators for robotic platforms and the user eco-system will lead to a reframing the growth strategies of hardware and software innovators.

Short Biography:

Dr. Christoph Bartneck is an associate professor and director of postgraduate studies at the HIT Lab NZ of the University of Canterbury. He has a background in Industrial Design and Human-Computer Interaction, and his projects and studies have been published in leading journals, newspapers, and conferences. His interests lie in the fields of Human-Computer Interaction, Science and Technology Studies, and Visual Design.
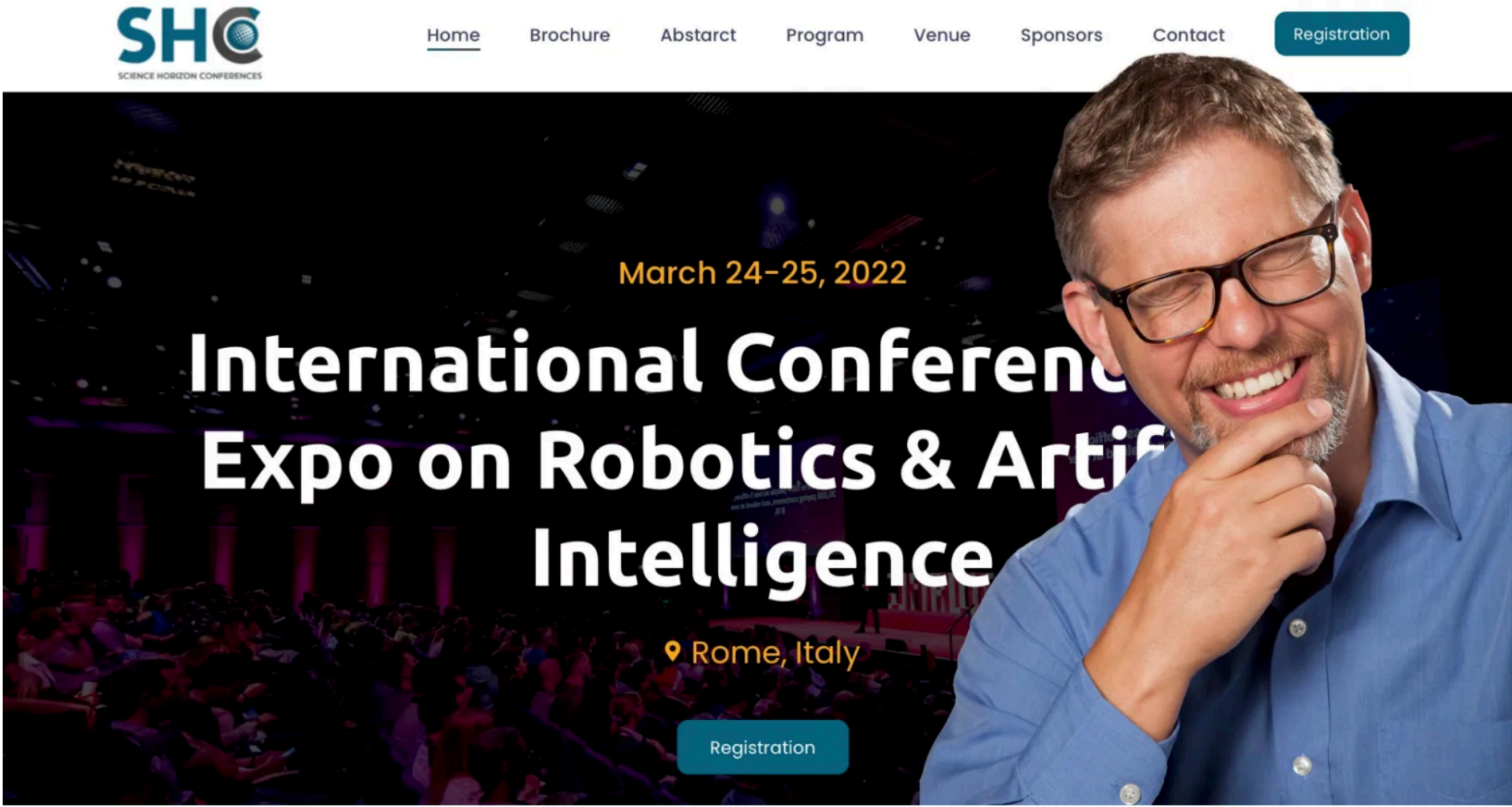
Presenting author details

Full name: Christoph Bartneck
Alter Mail id: christoph.bartneck@canterbury.ac.nz
Contact number: +64 (0)3 369 2443
Linked In account: https://www.linkedin.com/in/bartneck/
WhatsApp No: (for conference updates):
Research Interest: Human-Robot Interaction

The Science Beyond the Horizon

How do predatory conferences work?

bartneck

01/07/2021

Podcast

confernece, Devasai Udarapu, predatory, scam, science horizon conference, Shaik Riyaz

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Predatory conferences have become a global problem that plagues the scientific community. The [Science Horizon Conferences](#) claims to organize ten conference in 2022 in Europe, including the [International Conference and Expo on Robotics & Artificial Intelligence](#). In this podcast episode I investigate this conference and its organizers Shaik Riyaz and [Devasai Udarapu](#). My nonsensical abstract submission passed their peer review process and was accepted for a keynote presentation. I confronted Devasai with this complete lack of academic rigor in an interview. [Anton Angelo](#) and [David Kaye](#) share their view on this conference, predatory conferences in general and

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Dear Prof. Bartneck

Our Colleagues informed us that you maintain a web page
https://www.human-robot-interaction.org/tag/fraud/
where under the tile
"Flaky Conferences, Symposiums and Forums"
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You had never sent an article in our Journal though and
you **have never asked us
the list of the Reviewers or at least a sample of the review
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Zealand Ministry of Education and New Zealand Ministry of
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about this web page **because you distort the competition
between
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conferences.**

Remove immediately the https://www.human-robot-
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Of course, we will not reveal our name at the moment for obvious
reasons

Human-Robot Interaction Conference

Program Committee Meeting

Human-Robot Interaction Conference

Program Committee Meeting

- 50 Attendees

Human-Robot Interaction Conference

Program Committee Meeting

- 50 Attendees

- Costs of $200,00 excluding salary

Human-Robot Interaction Conference

Program Committee Meeting

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- 8 changes to the program
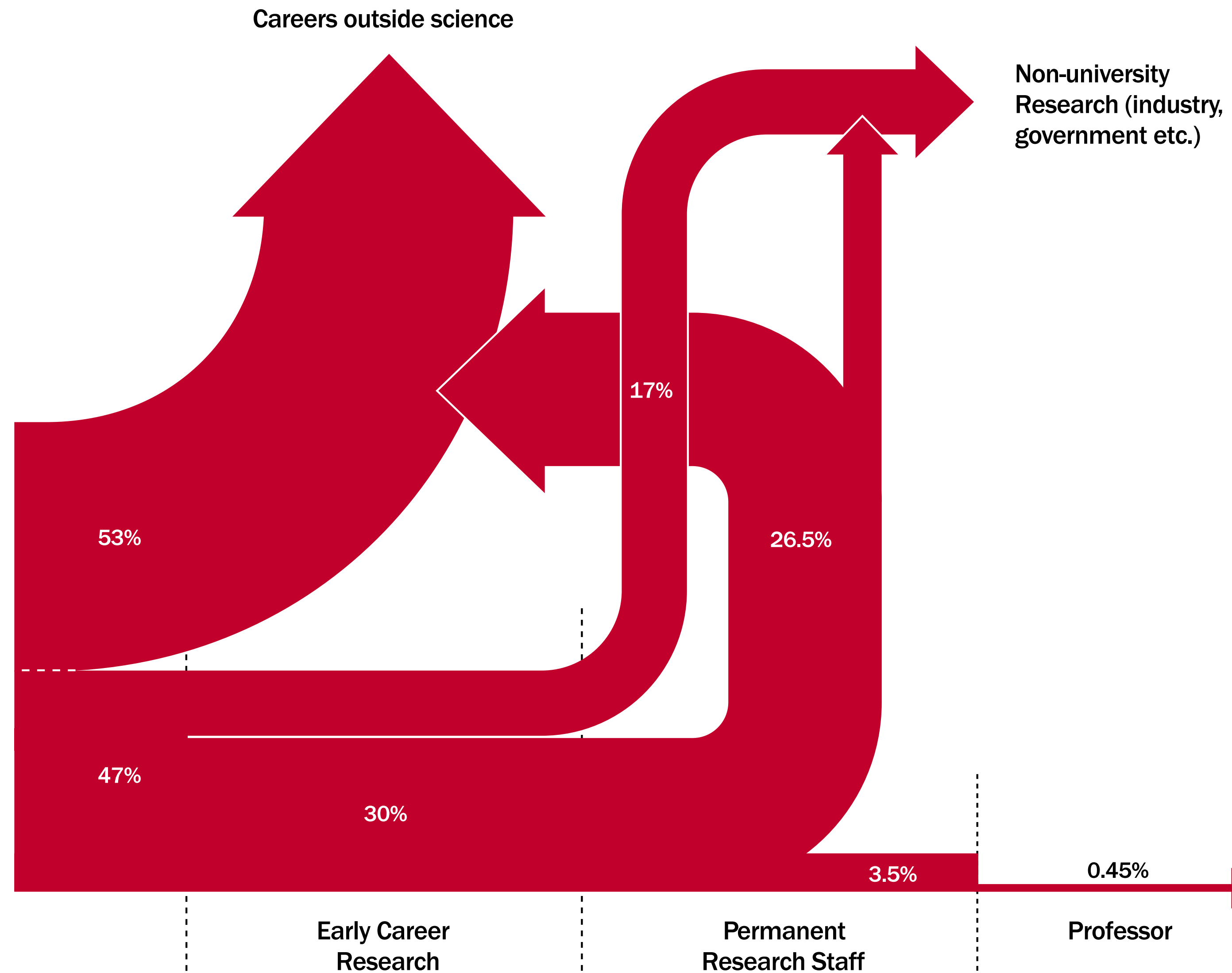
Human-Robot Interaction Conference

Program Committee Meeting

- 50 Attendees

- Costs of $200,00 excluding salary

- 8 changes to the program

- $25,000 per change

Human-Robot Interaction Conference

Program Committee Meeting

- 50 Attendees

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- 8 changes to the program

- $25,000 per change

		After	
		Reject	Accept
Before	Reject	156	5
	Accept	3	46

Why the reluctance to reflect?

Over Competitiveness

Careers in and outside science

Careers outside science

Non-university Research (industry, government etc.)

53%

17%

26.5%

47%

30%

3.5%

0.45%

Early Career Research

Permanent Research Staff

Professor

The Scientific Century securing our future prosperity, The Royal Society, 2010

5. Promotions Framework

This framework should be read is relation to the Table above and the expanded Tables of evidence below

	Sustained competence	Merit	Excellence	Outstanding
Academic Citizenship and Service	All successful applicants will present compelling evidence of engagement with Ngā Uara │Our Values in their contributions to Academic Citizenship & Service. Section 5.1 provides further detail and examples. Applicants may prefer to show some of this evidence within their Teaching and/or Research portfolios.			
	Provide evidence of competent contribution in defined service roles **and** evidence of a unique contribution that improves the outcomes of defined collaborative service activities and/or initiates beneficial service activities across **at least two** community types	Provide evidence of competent contribution in defined service roles **and** evidence of a unique contribution that improves the outcomes of defined collaborative service activities and/or initiates beneficial service activities across **at least three** community types	Provide evidence of a unique contribution that improves the outcomes of defined collaborative service activities and/or initiates beneficial service activities **and** evidence of unique contribution in complex collaborative service activities and/or uses leadership role to empower others to make a unique contribution across **at least four** community types	Provide evidence of **making substantial contribution(s)** through unique contribution in complex collaborative service activities and/or uses leadership role to empower others to make a unique contribution
			Senior academics are expected to provide an increasingly substantive body of evidence of effective Academic Citizenship & Service, and Leadership	
				Outstanding academic leadership is to be displayed
	Promotion does not and cannot recognise negative impact and self-serving behaviour. This includes such unethical and anti-collegial behaviour as acting to feign incompetence in certain roles or activities, so others have to pick up the load.			

		Sustained competence	Merit	Excellence	Outstanding
Teaching	T1: overall	All successful applicants will include clear explanations as to how the Graduate Profile is incorporated in a meaningful way in their teaching. Teaching is expected to be research-informed, and to support at least GA1 and GA4 [Element **1.1**]. Examples of evidence types are given in Section 5.2.			
	T2: meeting learning outcomes	**Required elements for all levels:** Applicants must present compelling evidence of constructive alignment in teaching, and of effective and appropriate assessment practices. [Elements **2.1, 2.4**]	In addition to demonstrating the **required elements for all levels,** the evidence presented must address **additional elements** drawn from 2.1 – 2.6 and/or 3.1 – 3.10. The choice of evidence should highlight course coordination, and contributions to course and programme development.	In addition to demonstrating the **required elements for all levels,** the evidence presented must address **additional elements** from 2.1 – 2.6 and/or 3.1 – 3.10 and/or 4.1-4.5. The choice of evidence should highlight course coordination and contributions to course and programme development **and** continuous improvement and development of teaching practice. **Leadership** is expected, via "ripple effect", supporting others, or roles held.	
	T3: individual reflective practice	**Required elements for all levels:** Applicants must present compelling evidence of effective and reflective teaching practice, including • self-evaluation; and • culturally responsive pedagogy; and • student voice; and • professional learning. [Elements **3.1, 3.4, 3.6, 3.10**]			
	T4: reflection and/or moderation beyond individual level			Senior academics are expected to demonstrate greater breadth and depth of contribution to teaching including **substantial engagement** with • reflection, moderation and review of clusters of courses and/or programmes; and • supporting others to develop their teaching [Elements 4.1-4.5]	
					Outstanding academic leadership is to be displayed at the programme level or beyond

	Sustained competence	Merit	Excellence	Outstanding
Research and research excellence is broad and framed around three core expectations (R1, R2 and R3) and four additional criteria which may not be relevant to all knowledge domains. Successful applicants will present evidence that their research meets the threshold of the grade they are applying for. Section 5.3 lists the seven criteria along with examples of evidence				
Research R1: Advancing knowledge	Clearly articulated agenda for research or creative work producing **quality assured outputs** with some outputs in Q1/Q2 journals or gaining equivalent recognition	Clearly articulated agenda for research or creative work that has **created a programme** of research or body of creative work with an increasing proportion published in Q1 journals or gaining equivalent recognition	Clearly articulated programme of research or creative work that has **produced a body of high-quality** research or creative work with a substantive proportion published in Q1 journals or gaining equivalent recognition	Clearly articulated programme of research or creative work that has **produced a substantial body of high-quality, cutting-edge research or creative work** with the majority published in Q1 journals, of which a number are in the upper quartile of Q1 journals or gaining equivalent recognition
R2: Research supervision, mentoring	**Supervision** of masters and/or doctoral degree students, increasingly from **associate** supervisor to senior or co-supervisor	**Supervision** of masters and/or doctoral degree students, increasingly from **associate** supervisor to senior or co-supervisor	**Supervision** of masters and doctoral degree students primarily as **senior or co-**supervisor. **Mentoring** academics in their research field **in supervisory activities**	**Supervision** of masters and doctoral degree students primarily as **senior or co-**supervisor **Mentoring** academics in their discipline **in supervisory activities**
R3: Building reputation, recognition of research	**Beginning levels** of engagement within their research field	**Clear** engagement within their research field	**Leadership** within their research field	**Leadership and recognition** within their research field
	Research field-appropriate applications for external funding	Research field-appropriate applications and/or external funding	Research field-appropriate external funding	Research field-appropriate external funding
R4 Establishing, leading or participating in successful research teams, research units or centres, and fostering interdisciplinary research	**Participation** in collaborative research endeavours	**Beginning to lead** or co-lead collaborative research endeavours	**Leading** collaborative research endeavours	**Leading and mentoring** others into leadership of collaborative research endeavours

Research	R5 Translation, commercialisation or adoption of discoveries and policy-to-practice by external entities	Evidence of impact of research or creative work for an **"end-user" identified by the researcher**	Evidence of impact of research or creative work for **"end-users"** identified by the researcher	Evidence of impact of research or creative work on **multiple "end-users"** that are identified by the researcher with a **clear argument for the significance or meaningfulness**	Evidence of **sustained** impact of research or creative work on **multiple "end-users"** that are identified by the researcher with a clear **argument for the significance or meaningfulness**
	R6 Translation and adoption of research to support and promote social change with particular impact for national and local communities, including iwi and Indigenous communities:	Evidence of impact of research or creative work on a **community that is identified by the researcher**	Evidence of impact of research or creative work on **communities** that are identified by the researcher	Evidence of impact of research or creative work on **multiple communities** that are identified by the researcher with a **clear argument for the significance or meaningfulness**	Evidence of **sustained** impact of research or creative work on **multiple communities** that are identified by the researcher with a clear **argument for the significance or meaningfulness**
	R7 Support and development of "Vision Mātauranga"	**Actively promote** and support **co-designed research** programmes in partnership with mana whenua and other iwi; **Actively support, promote and develop** Māori and / or Pasifika researcher capacity; Actively support, promote and develop non-Māori competence in Vision Mātauranga			
				Senior academics are expected to demonstrate leadership within their discipline	
					Outstanding academic leadership is to be displayed beyond their discipline

Research Criteria	Sustained Competence	Merit	Excellence	Outstanding
R1: Advancing knowledge: R1 is a core expectation for all academic staff who have a research workload, no matter the knowledge domain or level of appointment.	Clearly articulated agenda for research or creative work **producing quality-assured outputs** with some outputs in Q1/Q2 journals or gaining equivalent recognition	Clearly articulated agenda for research or creative work that has **created a programme** of research or body of creative work with an increasing proportion published in Q1 journals or gaining equivalent recognition	Clearly articulated programme of research or creative work that has **produced a body of high-quality** research or creative work with a substantial proportion published in Q1 journals or gaining equivalent recognition	Clearly articulated programme of research or creative work that **has produced a substantial body of high-quality, cutting-edge** research or creative work with the majority published in Q1 journals of which a number are in the upper quartile of Q1 journals or gaining equivalent recognition
R1 Examples in Practice [outputs]	- Creation of new and leading-edge knowledge and its academic impact in the field; - Dissemination of new knowledge; - Publication record supported by relevant bibliometrics where appropriate; - Quality of journal published in (Q1, Q2 etc); - Reputation/ appropriateness of book publisher.			

Research Criteria	Sustained Competence	Merit	Excellence	Outstanding
R2 Research supervision and mentoring: R2 is a core expectation that will become increasingly relevant as staff progress to more senior roles	Supervision of masters and/or doctoral degree students, increasingly from associate supervisor to senior or co-supervisor supervisor.	Supervision of masters and doctoral degree students, increasingly from associate supervisor to senior or co-supervisor.	Supervision of masters and doctoral degree students primarily as senior or co-supervisor. Mentoring academics in your research field **in supervisory activities** Mentoring emerging academics into research activities and supervisory roles	Supervision of masters and doctoral degree students primarily as senior or co-supervisor Mentoring academics in your discipline **in supervisory activities** Mentoring emerging academics into research activities and supervisory roles Contributing to institutional mentoring activities Participating in broader research policy-setting activities that affect the academic community
R2 Examples in Practice	- Post-graduate research supervision record (increasing over time); - Publications or creative works arising from masters and doctoral student's research; - High quality or well-cited publications or creative works arising from masters and doctoral students' research; - Post-graduate research supervision awards; - Deleted - Post-doctoral research mentoring; - Mentoring non-Māori and non-Pasifika into developing cultural competence to research in Māori and tangata moana communities; - Mentoring activities of staff with evidence of impact (e.g., promotions, publications, creative works, fellowships, awards, employment); - Contribution to institutional mentoring programmes or early career support schemes; - Inclusion of emerging researchers in research grant activities; - Succession planning for research and creative teams; - External reviews of masters and doctoral research; - Membership on awards and external grant review panels; - Engagement with professional organisations and national bodies that govern research funding, and post-graduate development activities.			

Research Criteria	Sustained Competence	Merit	Excellence	Outstanding
R4 Establishing, leading or participating in successful research teams, research units or centres, and fostering interdisciplinary research: R4 may not be relevant to all knowledge domains, and where relevant may apply at more senior levels.	**Participation** in collaborative research endeavours	**Beginning to lead** or co-lead collaborative research endeavours	**Leading** collaborative research endeavours	**Leading and mentoring** others into leadership of collaborative research endeavours
R4 Examples in Practice	- Active membership and leadership in a research collaboration; - Co-authored / co-constructed research or creative outputs based in a research collaboration; - Engagement and contribution in multi-disciplinary / transdisciplinary initiatives; - Involvement in collaborative research projects with other universities and research organisations; - Leadership of research teams, research unit, research centre, creative team; - Membership and / or leadership of multi-disciplinary and transdisciplinary research teams; - Contribution to institutional mentoring programmes or early career support schemes; - Inclusion of emerging researchers in research grant activities; - Succession planning for research and creative teams; - Leadership of Indigenous / iwi research centres and allied research programmes; - Active research leadership to inspire and lead multi-disciplinary / transdisciplinary research; - Active research leadership to inspire and lead research collaboration.			
R5 Translation, commercialisation or adoption of discoveries and policy-to-practice by external entities: R5 may not be relevant to all knowledge domains, but will include STEM disciplines, but could be also relevant in professional practice (e.g., law, teaching, nursing, clinical psychology, etc).	Evidence of impact of research or creative work for an **"end-user" identified by the researcher**	Evidence of impact of research or creative work for **"end-users"** identified by the researcher	Evidence of impact of research or creative work on **multiple "end-users"** that are identified by the researcher with a **clear argument for the significance or meaningfulness**	Evidence of **sustained** impact of research or creative work on **multiple "end-users"** that are identified by the researcher with a clear **argument for the significance or meaningfulness**

R5 Examples in Practice	- Application of new knowledge; - Translational research outputs (including patents, designs and inventions); - Commercialisation or adoption of discoveries by end-users; - Policy-to-practice contributions (e.g., national advisory boards, legislation, regulations); - Formal reviews of government funding or policy based on research; - Revised professional practice or accreditation standards from research; - Identification of the companies who are utilising the new technology/patent/design; - Adoption of research into iwi and Indigenous litigation strategies; - Adoption of research into iwi and Indigenous policy and strategy direction; - Media coverage of translational outputs into industry or policy outcomes; - Preparation of position papers or responses on behalf of scholarly associations.

Research Criteria	Sustained Competence	Merit	Excellence	Outstanding
R6 Translation and adoption of research to support and promote social change with particular impact for national and local communities, including iwi and Indigenous communities: R6 may not be relevant to all knowledge domains.	Evidence of impact of research or creative work on a **community that is identified by the researcher**	Evidence of impact of research or creative work on **communities** that are identified by the researcher	Evidence of impact of research or creative work on **multiple communities** that are identified by the researcher with a **clear argument for the significance or meaningfulness**	Evidence of **sustained** impact of research or creative work on **multiple communities** that are identified by the researcher with a clear **argument for the significance or meaningfulness**

R6 Examples in Practice	- Recognised thought leader and advocate for issues of sustainability, social change, and equity, which positively impact on community groups and issues; - Thought leader and advocate for issues in the role of critic and conscience of society; - Leading action or participatory research activities within local communities; - Preparation of position papers or responses on behalf of scholarly associations.
R7 Support and development of "Vision Mātauranga": R7 will be directly or indirectly applicable across all knowledge domains	**Actively promote** and support **co-designed research** programmes in partnership with mana whenua and other iwi; **Actively support, promote and develop** Māori and / or Pasifika researcher capacity; Actively support, promote and develop non-Māori competence in Vision Mātauranga.
R7 Examples in Practice	- Actively promote and support co-designed research programmes in partnership with mana whenua and other iwi; - Actively support, promote and develop Māori researcher capacity; - Actively support, promote and develop Pasifika researcher capacity; - Actively support, promote and develop Māori masters and doctoral student development; - Actively support, promote and develop Pasifika masters and doctoral student development; - Secure external funding from iwi and relevant Government-funded "Vision Mātauranga" research initiatives; - Recognition of Māori staff who contribute to actively supporting, promoting and developing non-Māori competence in Vision Mātauranga.

How Professors Spend Their Time

How they actually spend their time:
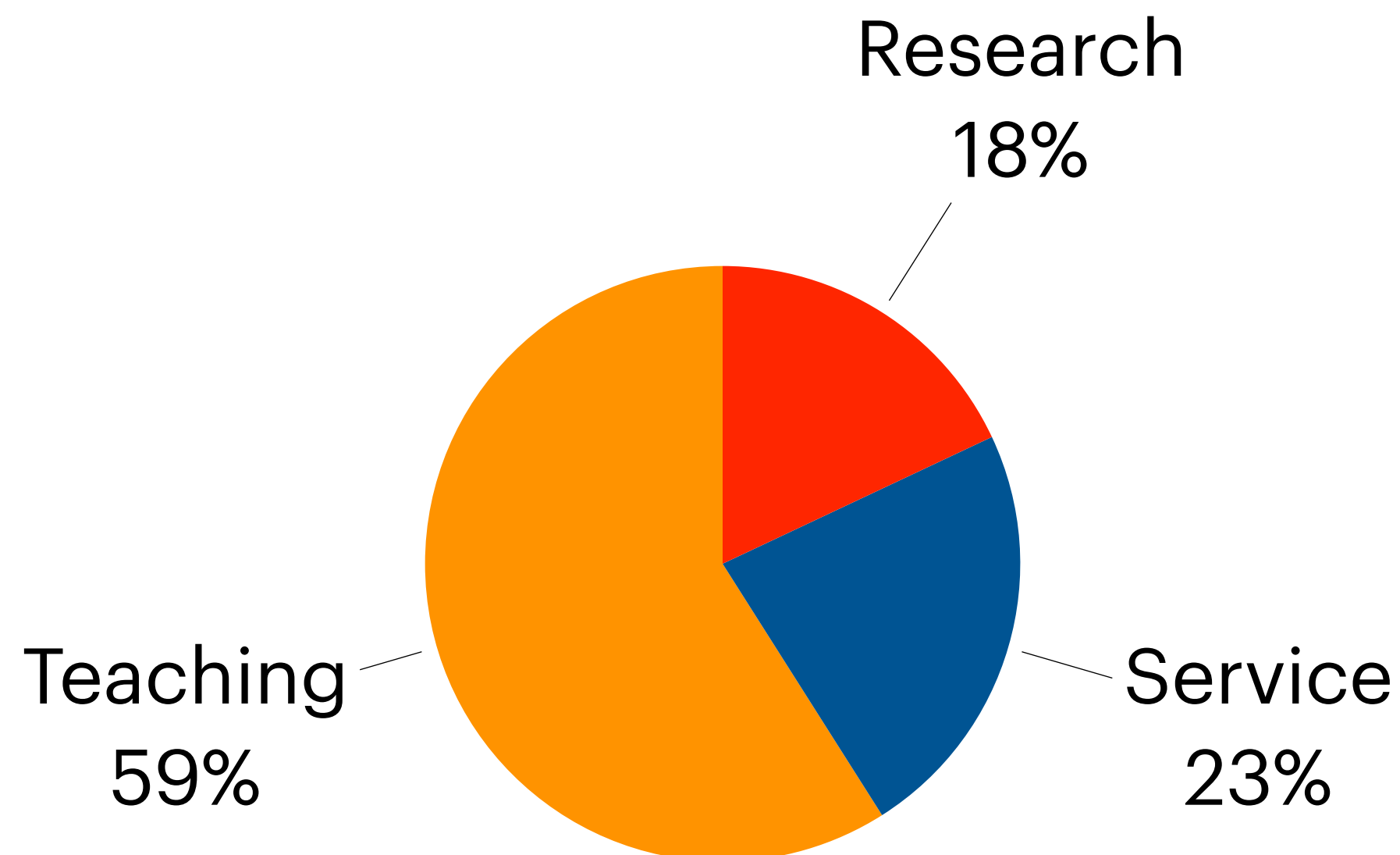
How departments expect them to spend their time:
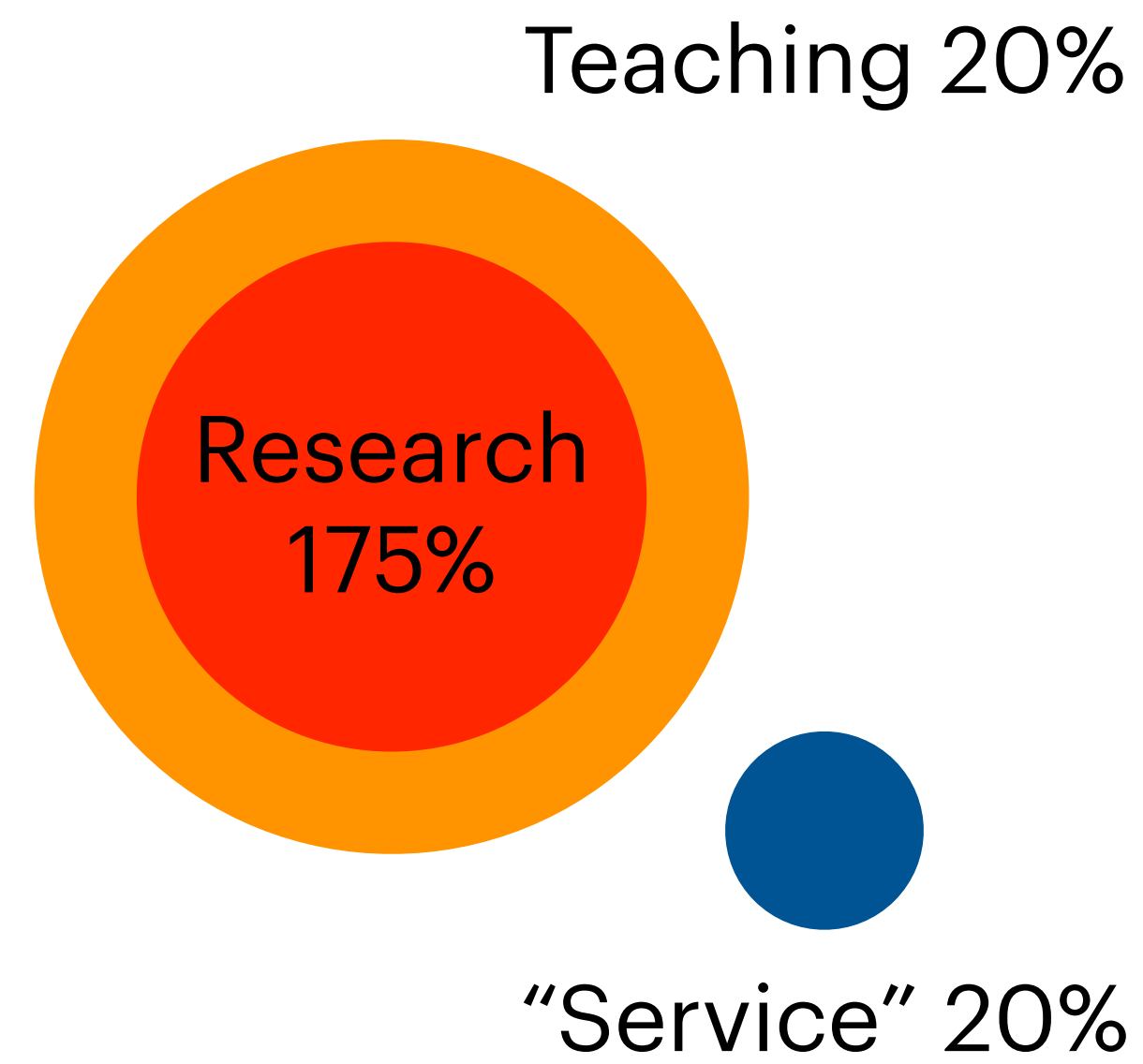
How professors would like to spend their time:

Research 18%

Teaching 59%

Service 23%

Teaching 20%

Research 175%

"Service" 20%

Don't tell me what to do

Academics Fake Data

Harvard professor who studies honesty accused of falsifying data in studies

Francesca Gino, a prominent Harvard Business School professor, alleged to have falsified results in behavioral science studies

Baker Library at Harvard Business School campus. Photograph: Susan Young/Harvard Business School

In an ironic twist in the world of behavioral science, a Harvard professor who studies honesty has been accused of data fraud.

Over the last few weeks, allegations have surfaced against Francesca Gino, prominent Harvard Business School (HBS) professor who has been accused

Stanford president to resign over concerns about integrity of his research

Marc Tessier-Lavigne said he will step down because he expects continued debate about his ability to lead the university

Marc Tessier-Lavigne at Stanford University in Stanford, California, on 21 October 2016. Photograph: Dan Honda/AP

The president of Stanford University, Marc Tessier-Lavigne, has announced he will resign after concerns about the integrity of his research.

The Mind of a Con Man

Koos Breukel for The New York Times

Diederik Stapel, a Dutch social psychologist, perpetrated an audacious academic fraud by making up studies that told the world what it wanted to hear about human nature.

By YUDHIJIT BHATTACHARJEE

Buy Authorship

New Zealand Funding

Performance-Based Research Fund

LAST UPDATED 25 JULY 2022   PRINT   SHARE

The purpose of the Performance-Based Research Fund (PBRF) is to increase the quality of research by ensuring that excellent research in the tertiary education sector is encouraged and rewarded. This means assessing the research performance of tertiary education organisations (TEOs) and then funding them on the basis of their performance.

Eligibility: Te Pūkenga, PTEs, universities, wānanga can choose to participate

Agreed through: Investment Plan (on-Plan fund)

Review of the Performance-based Research Fund 2019-2020	READ MORE +
Purpose	READ MORE +
Objectives	READ MORE +

The university as a company.

When we abandon truth for money,

then might is right!

Thank you.