



Inclusive assessment

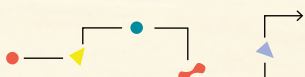
tools for evaluation committee meetings

Committee members can use this fact sheet to help implementing the suggestions given in the video '[interaction and group dynamics in evaluation committees](#)'. This fact sheet contains a description of the practical tools that can be used to optimise the evaluation process.

Prior to the assessment, agree on the structure of the meeting and code of conduct. Address these agreements during the meeting, if necessary.

This way you maintain an inclusive meeting culture in which expectations are clear.

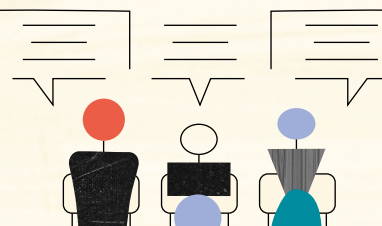
- Prior to the assessment, take the time to make agreements collectively.
- Agree that all committee members are responsible for an inclusive assessment.
- Jointly agree on mutual expectations regarding the role of the chairperson and the committee members.
- Create a safe atmosphere in the committee, for example by carefully listening to each other.
- If necessary, remind each other of the agreements made beforehand.



Together, explicate the assessment criteria and how they should be applied.

This way you create clarity and agreement within the committee, while the scope for implicit criteria is reduced.

- Together, make the meaning of (sub)criteria explicit.
- Determine together, if applicable, whether and how (low) scores on one (sub)criterion can be compensated by (high) scores on another (sub)criterion.
- Discuss whether and how the use of criteria may benefit or harm applicants who fit the ideal image to a greater or lesser extent and, if so, how you wish to deal with this.
- Avoid a double standard that causes the bar to be raised for certain applications/applicants which may lead to them receiving a more critical assessment.



During the meeting, give the same amount of speaking time to each committee member and alternate who may speak first.

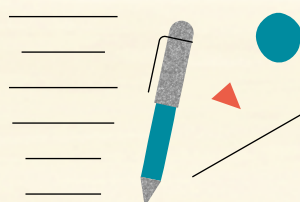
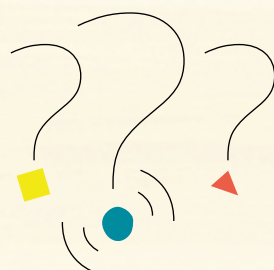
In this way you ensure that every committee member is heard.

- See to it that every committee member is given equal speaking time.
- Alternate the order in which committee members speak.
- Ensure that the assessment or argumentation of each committee member is included.
- Make sure that committee members are not interrupted, drowned out or spoken to in a belittling manner.

Agree who asks which questions during an interview.

This is how you ensure consistency in the questions posed to applicants.

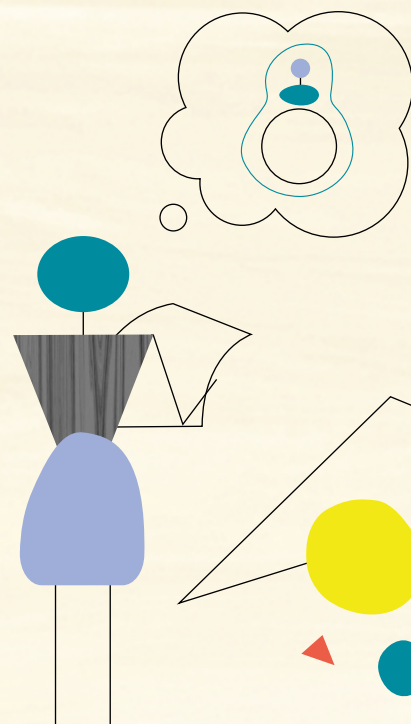
- Determine prior to the interviews which questions will be posed to all applicants, and in what order.
- Agree who will ask which question.
- Do not ask suggestive and/or closed questions.
- If you have any assumptions about applicants, verify if they are correct during the interview.

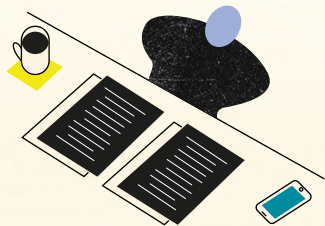


Take notes during an interview or presentation, based on the criteria, and base your assessment on the content provided by the applicant.

This is how the inclusion of irrelevant or additional information in the assessment is avoided.

- Avoid informal interactions with the applicant(s).
- Evaluate only based on the relevant criteria and the content provided by the applicant(s).
- Shortly after the presentation or interview has ended, first write a very concise, individual assessment for all criteria.





Use your own notes as a guide during the discussion of the applications.

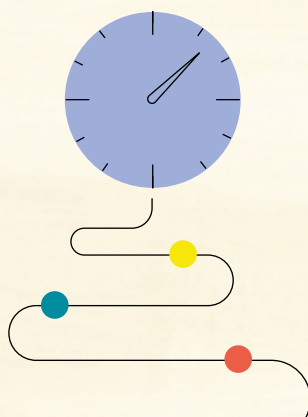
This way you can keep focusing on the content of your own assessment.

- Keep coming back to the notes you have taken.

Take an equal amount of time for the discussion of each application.

In this way you contribute to a level playing field.

- Check how much time you can spend per application.
- Take an equal amount of time to discuss each application.



Prevent biased language prompted by ideal images that gives more leeway to one applicant compared to another.

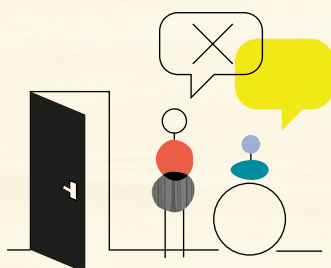
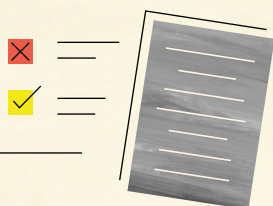
This way the effect of bias on the assessment can be reduced.

- Acknowledge and identify your own ideal image(s).
- Examine what might be the consequences of that ideal image for your assessment.
- Hold each other accountable for inappropriate remarks or biased language.
- Be alert to assessments based on the ideal image.
- Write and speak about an applicant in the same way you would want to be written or spoken about yourself.

Argue why applications do not meet the criteria, but also why they do meet the criteria.

This way all applications are checked against the criteria and provided with arguments.

- Always provide a good substantiation of why an application either does or does not meet the criteria.
- Test the opposite: e.g., when an application is assessed as 'excellent', examine together whether there are arguments why the application should not meet the criteria.
- Ask each other critically why a member thinks an application does or does not meet the criteria.
- See to it that the required assessment forms are fully and correctly completed.



Do not discuss applications and applicants with other committee members outside of the formal meeting.

In this way you ensure a level playing field and a transparent process.

- Limit yourself to the formal meeting to discuss applicants and applications. In this way, the assessments of all committee members will be included, and a level playing field is created for all applications.

Talk to each other when irrelevant characteristics or informal interactions have become part of the assessment.

This ensures that you keep each other focused on the assessment criteria.

- Speak up when committee members contribute information that is not coming from the submitted application
- Talk to each other when committee members introduce additional arguments that are not equally applied to all applicants.

