CoARA
Coalition for Advancing
Research Assessment

WEBINAR

Reforming Academic Career Assessment

CoARA Working Group

4 March | 13.00 CET

coordinated by **eua** EUROPEAN UNIVERSITY ASSOCIATION
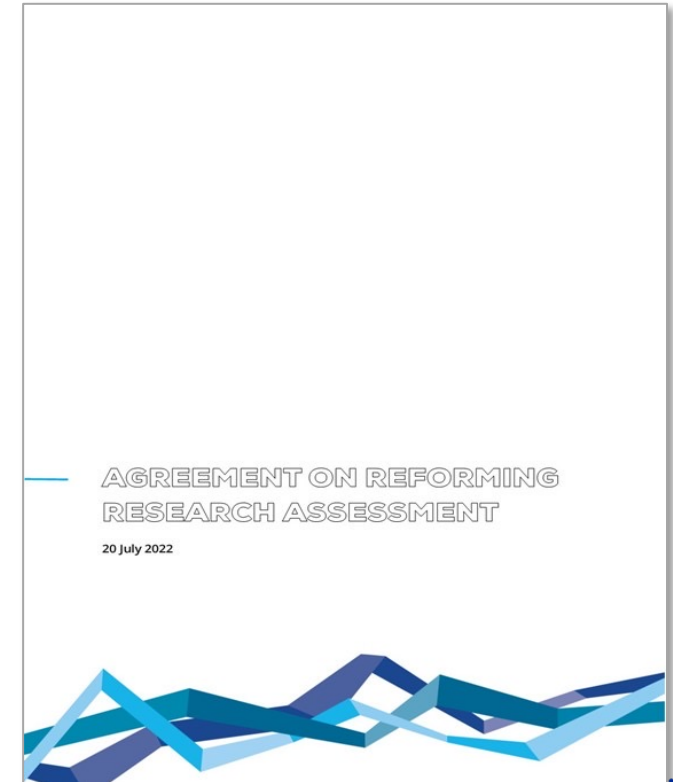
OUTLINE

- Housekeeping rules

- The Coalition for Advancing Research Assessment
- Presentation of the Working Group on Reforming Academic Career Assessment
- Panel discussion
- Next steps for the Working Group
- Q&A
- Wrap-up
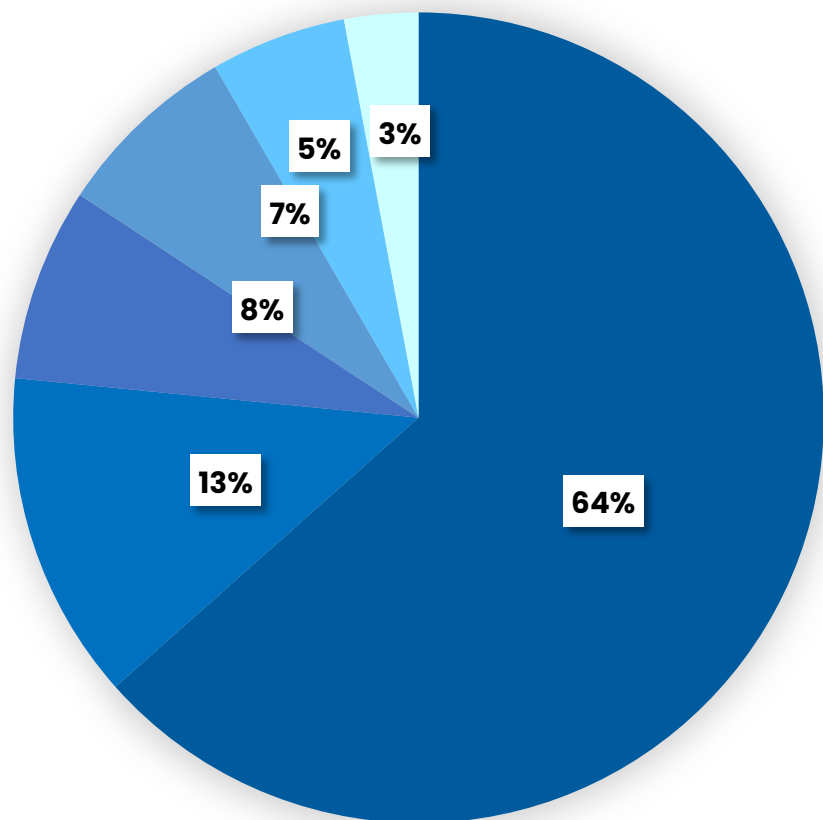
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HOUSEKEEPING RULES

- Use the chat to introduce yourself, communicate with other participants and ask questions;

- Session will be recorded until the end of the presentations. Q&A will not be recorded;

- Recording and slides will be shared with participants;

- You can ask questions via the chat, or during the Q&A session.

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CoALITION FOR ADVANCING RESEARCH ASSESSMENT – CoARA

- Building on progress made so far (DORA, Leiden Manifesto, Hong Kong Principles), the Agreement establishes a **common direction for research assessment reform**, while respecting organisations' autonomy. It is based on **shared principles, 10 commitments, and a timeframe** (1 & 5 years) for reforms.

- Overarching goal to **maximise the quality and impact of research**, basing assessment primarily on qualitative judgement, supported by responsible use of quantitative indicators.

- The Agreement was **published on 20 July 2022**

- The Agreement full text - CoARA

AGREEMENT ON REFORMING RESEARCH ASSESSMENT

20 July 2022

CoARA Membership by type of organisation

64%

13%

8%

7%

5%

3%

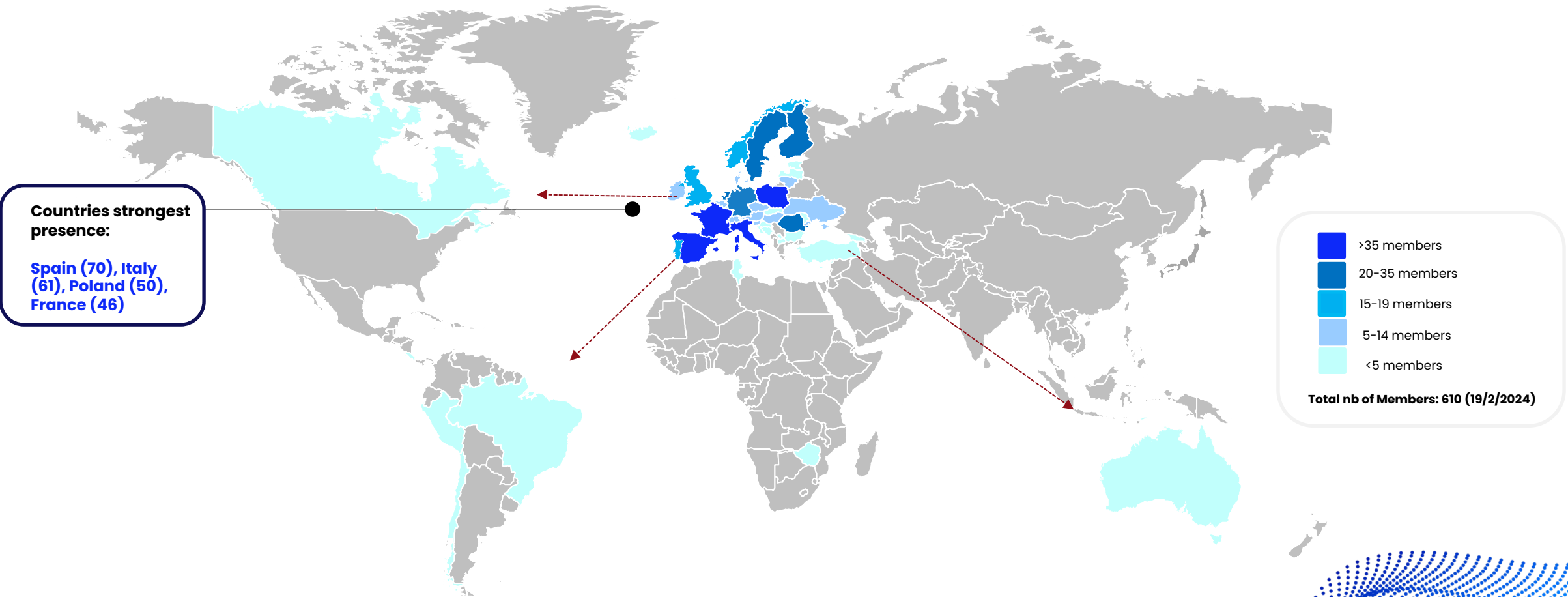In descending order of total share:

- Universities and their associations

- Research centres, research infrastructures, and their associations

- Academies, learned societies, and their associations, and associations of researchers
- Public or private research funding organisations and their associations

- Other relevant non-for-profit organisations involved with research assessment, and their associations
- National/regional authorities or agencies that implement some form of research assessment and their associations

610 member organisations

692 signatories

[February 2024]

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CoARA membership by country

Countries strongest presence:

Spain (70), Italy (61), Poland (50), France (46)

Legend	
>35 members	
20-35 members	
15-19 members	
5-14 members	
<5 members	

Total nb of Members: 610 (19/2/2024)

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CoARA ACTIVITIES – WG

- 13 Working Groups

Towards Open Infrastructures for Responsible Research Assessment

TIER - Towards an Inclusive Evaluation of Research

Multilingualism and language biases in research assessment

Reforming Academic Career Assessment

Experiments in Assessment – Idea generation, co-creation, and piloting

Ethics and Research Integrity Policy in Responsible Research Assessment for Data and Artificial Intelligence (ERIP)

Early-and-mid-Career Researchers (EMCRs) – Assessment and Research Culture

Global framework for research evaluation in the social sciences and the humanities (SSH)

Responsible metrics and indicators

Recognizing and Rewarding Peer Review

Supporting the alignment of research assessment systems with CoARA in biomedical disciplines through administrative reforms and governance

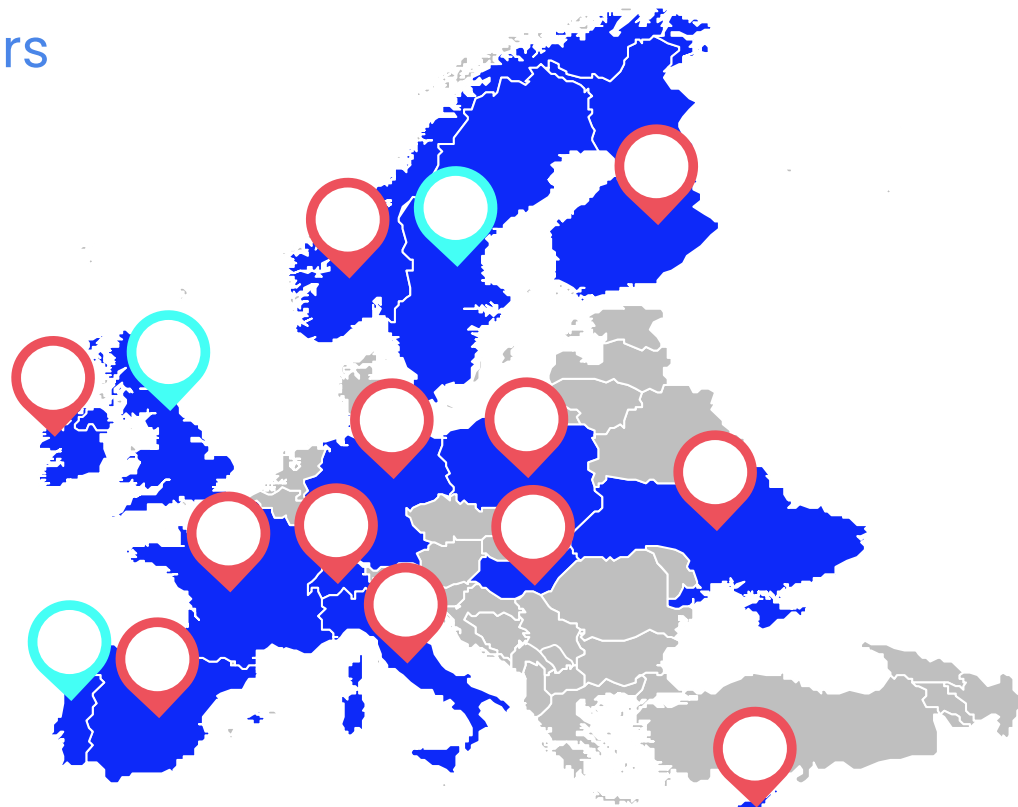**Towards Transformations: Transdisciplinarity, Applied/Practice-Based Research, and Impacts**

Improving practices in the assessment of research proposals

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CoARA ACTIVITIES – NATIONAL CHAPTERS

- 15 National Chapters

- Cyprus
- Finland
- France
- Germany
- Hungary
- Ireland
- Italy
- Norway
- Poland
- Portugal
- Spain
- Sweden
- Switzerland
- Ukraine
- United Kingdom

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Working Group on Reforming Academic Career Assessment

- The **academic community** should **drive reforms** in evaluating the quality and impact of academic activities and careers.

- **ACA systems** should adequately **reflect** the different **tasks, functions and roles** academics fulfil over the course of their career.

- Aim is to **broaden the reflection** on research assessment to ACA, supporting models that take into account the full range of work conducted by academics in research, teaching and learning, innovation, management/leadership and service to society.

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MEMBERS OF THE WORKING GROUP

University associations/networks

- Alliance of Rhine-Main Universities
- Berlin University Alliance
- Association of Swedish Higher Education Institutions (SUHF)
- Conference of Rectors of Academic Schools in Poland (CRASP)
- Crue Spanish Universities
- EUA-CDE
- EUA
- France Universités
- Hungarian Rectors' Conference
- Lithuanian Universities Rectors' Conference
- Romanian Council of Rectors
- Swissuniversities
- Universities Norway
- Universities of the Netherlands
- Flemish Interuniversities Council (VLIR)
- Young European Research Universities Network (YERUN)

Co-chairs:
Pastora Martínez Samper (EUA)
Moniek Tromp (YAE)

37 members (21 countries + Europe, Global)

Learned societies and associations of researchers

- All European Academies (ALLEA)
- Eurodoc
- Global Young Academy
- Federation of Finnish Learned Societies
- Young Academy of Europe

National authorities

- Italian National Agency for the evaluation of universities and research institutes (ANVUR)

Individual universities

- Masaryk University (CZ
- Nicolaus Copernicus University (PL)
- NOVA University Lisbon (PT)
- South East Technological University (IE)
- Ss. Cyril and Methodius University in Skopje (MK)
- Technische Universität Braunschweig (DE)
- Université Clermont Auvergne (FR)
- University Medical Center Groningen (NL)
- University of Graz (AT)
- University of Rijeka (HR)
- University of Strathclyde (UK)
- University of Padua (IT)

Research centres

- EU-LIFE

Other org. involved in RA

- CRAC-Vitae
- UKRN

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GENERAL OBJECTIVES

- Defining the **principles of reforming ACA**, from the perspectives of institutions and academic staff being assessed.
    - Identification of the requirements, potential benefits and challenges
    - The lessons learned from institutions that have initiated reforms will be considered.

- Developing an **adaptable toolbox for ACA**, considering all university missions and the broad scope of activities, skills and competences of academic staff at different stages of their career.
    - The toolbox will be flexible, sustainable and cater for different institutional profiles and national contexts. It will also provide room for a diversity of career focuses and trajectories.

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PHASE 1 – MAPPING EXISTING INITIATIVES

- Development of a **targeted mapping** of initiatives at **institutional and national levels**, considering their outcomes, benefits and challenges, and identifying **elements** that can be **used** in **different contexts and upscaled** to the supra-national level.

- **Main lessons learned:** synthesis of commonalities, including a reflection on the change management process, successes, challenges and potential upscaling elements of existing initiatives.

Outputs of Phase 1: Online repository of institutional and national level initiatives; collection of main lessons learned. Both will be made public and opened for further input.

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PHASE 2 – ADAPTABLE TOOLBOX FOR ACA

- Development of the **toolbox**, in several iterations

- **Feasibility studies** will be conducted and implementation scenarios for the toolbox will be developed

Outputs of phase 2: toolbox on ACA, including enabling conditions and application context, as well as implementation guidelines.

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PANEL DISCUSSION

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Working Group – current activities

CURRENT ACTIVITIES

Phase 1

- **Task 1 – Mapping existing initiatives**
    - Collection of case studies – national and international initiatives
    - Survey – institutional initiatives of academic career assessment in higher education institutions and research organisations

- **Task 2 – Lessons learned**
    → Identification of elements that can be used in different contexts and upscaled to the supra-national level

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CURRENT ACTIVITIES – Survey

To whom?

- Higher education institutions and research organisations worldwide.

What is it about?

- Initiatives that aim to broaden the criteria and methods for evaluating the outputs and impacts of academic activities for the purposes of recruitment, performance evaluation and career progression of academic staff.

Scope

- Organisations that are **planning, initiating or implementing** a reform process on academic career assessment – either at departmental/unit level or organisational level

- Reform understood as a more or less formal process and includes awareness raising, implementation of smaller to larger changes in the processes of recruitment, performance evaluation and career progression of academic staff.

- Survey link. PDF available for consultation.

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CURRENT ACTIVITIES – Survey

Who should complete the survey?

- People with an overarching view of setting-up and implementing academic career assessment procedures and practices for academic staff (recruitment, performance evaluation and career progression), in the organisation.

- Input from different colleagues may be needed (e.g. research, human resources, international affairs).

Deadline

- 22 March 2024

Structure

- o General information about the organisation

- o Academic career assessment at organisational level

- o General reflections on the reform process

- o Final considerations

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CURRENT ACTIVITIES – Survey

Examples of topics covered

- Strengths of current academic career assessment system in the organisation

- Challenges of current academic career assessment system in the organisation

- Motivations for the organisation to engage in the reform process

- Drivers of the reform process

- Role of academic staff in the reform process

- Role of organisational leadership in the reform process

- Importance of different academic activities in academic career assessment in the organization

- Internal communication on the reform process

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CURRENT ACTIVITIES – Survey

Your experience matters!

More knowledge on the challenges, enablers and change processes in your institution can greatly **help other higher education institutions** and **research organisations** across the globe as they navigate their own reform initiatives.

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NEXT STEPS

→ Outcomes of survey and case studies will be discussed in subsequent workshops (incl. academics, organisations, national perspectives).

- **Task 2 – Lessons learned**
  - → Identification of elements that can be used in different contexts and upscaled to the supra-national level.
  - → Spring/summer 2024

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Q&A

WRAP-UP

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THANK YOU!

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