

Rethinking research assessment: setting the scene

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EUA-CDE Annual Meeting

Barcelona, 27th June 2024

**Research assessment,
is there a real issue?**



A “papercentric” assessment

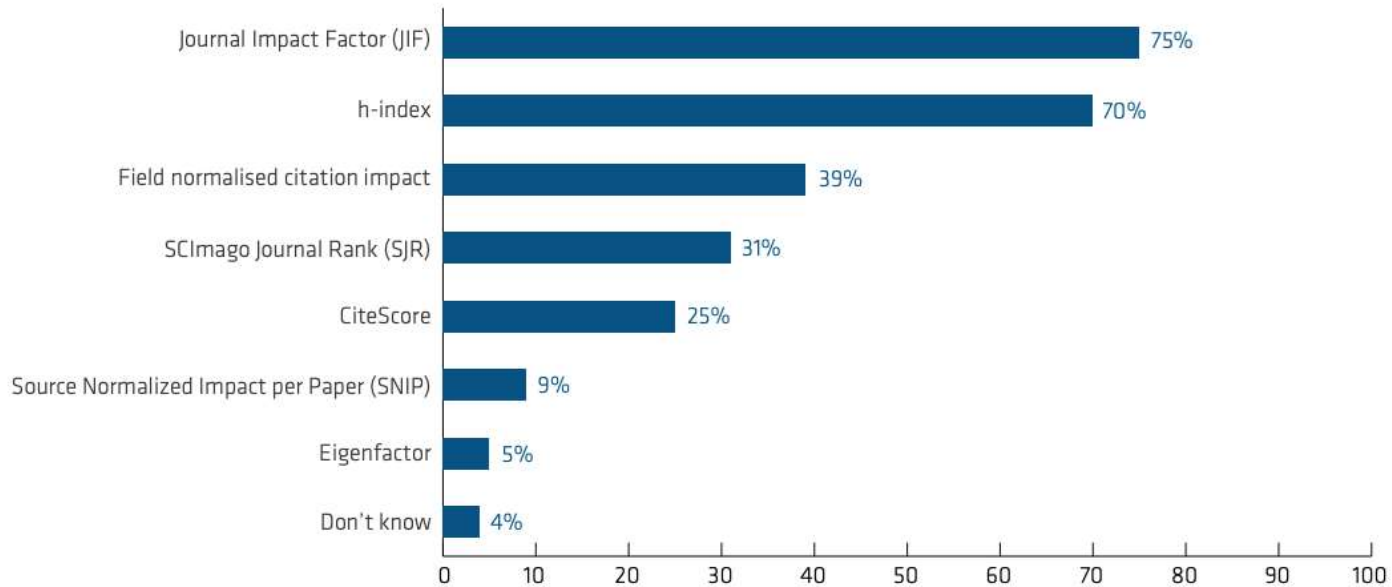
THE EVOLUTION OF ACADEMIA



Inappropriate uses of indicators

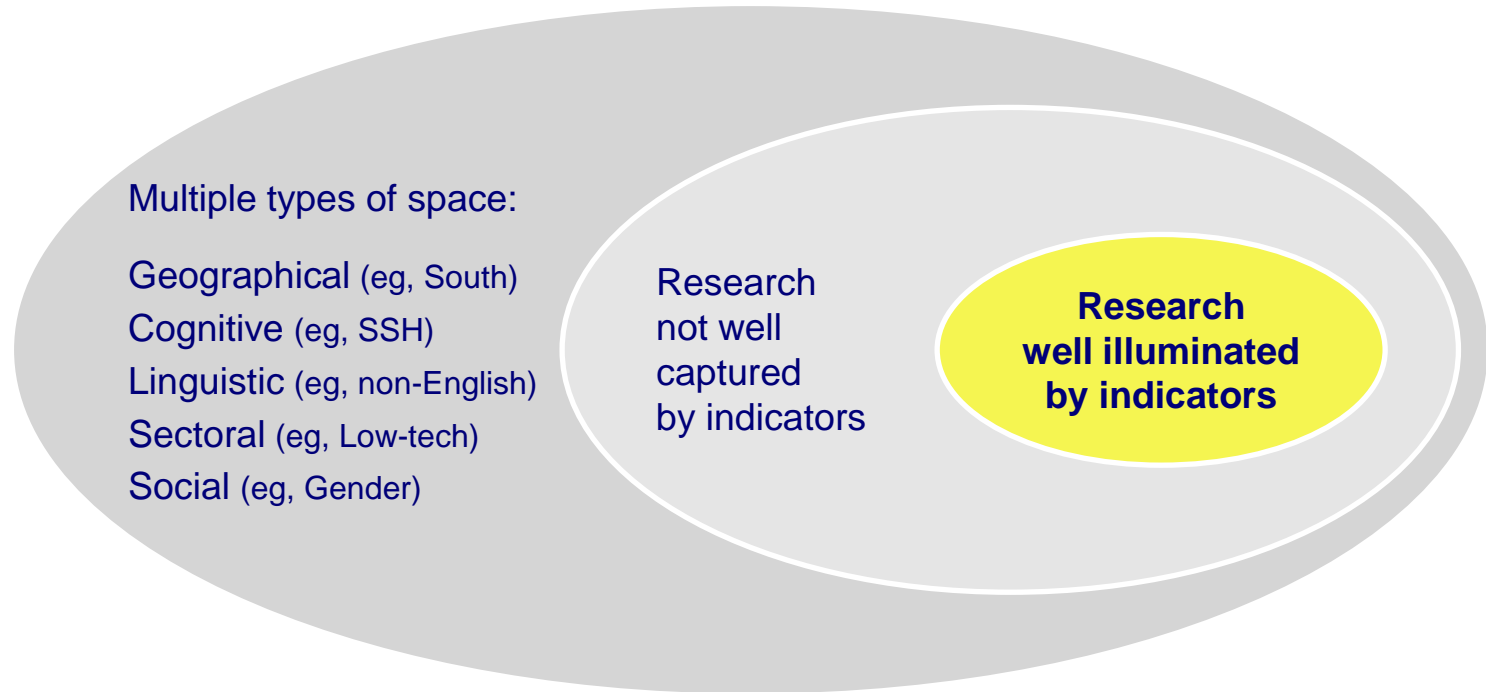
Figure 11 – Publication metrics used for research careers

Based on survey question 8a, multiple-choice (cf. Annex 1). Number of respondents: 185/186

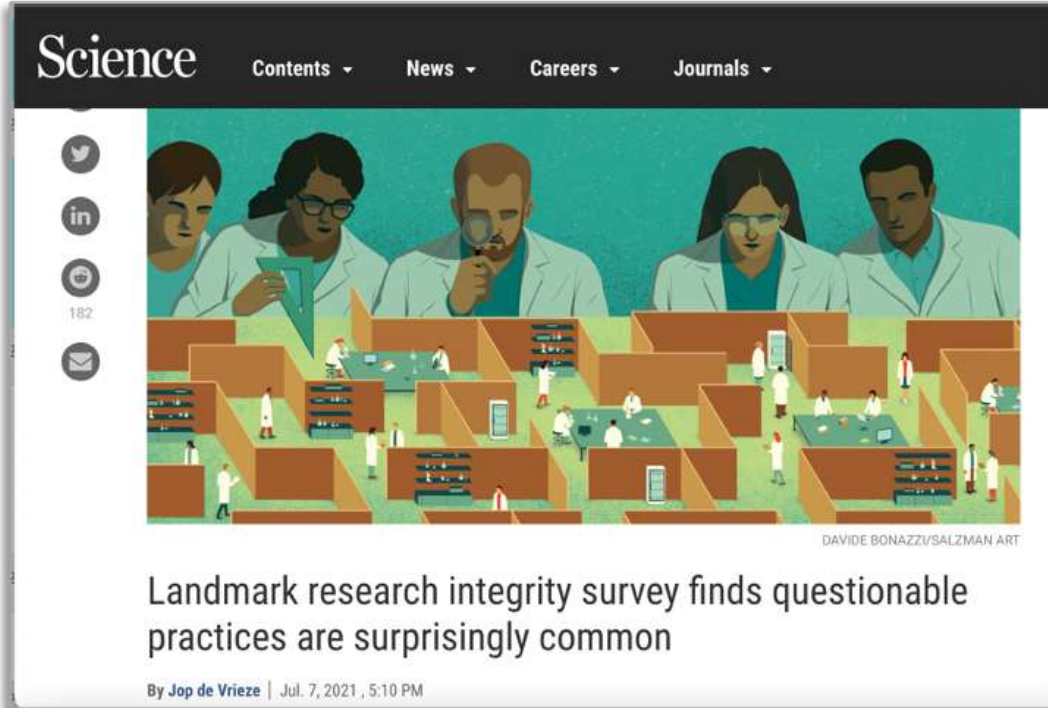


¹⁹ Databases such as Web of Science, Scopus, Google Scholar, etc. were not offered as answer options in favour of actual publication and citation metrics.

The “streetlight effect” of some indicators



Some negative effects



The screenshot shows the top of a Science magazine article. The header includes the Science logo and navigation links for Contents, News, Careers, and Journals. Below the header is a large illustration of five scientists in white lab coats working together. The illustration is signed 'DAVIDE BONAZZI/SALZMAN ART'. To the left of the illustration are social media icons for Twitter, LinkedIn, Facebook, and Email, with a '182' next to the Facebook icon. Below the illustration is the article title: 'Landmark research integrity survey finds questionable practices are surprisingly common'. At the bottom left of the article is the byline: 'By Jop de Vrieze | Jul. 7, 2021, 5:10 PM'.

Science Contents News Careers Journals

182

Landmark research integrity survey finds questionable practices are surprisingly common

By Jop de Vrieze | Jul. 7, 2021, 5:10 PM



“The team found that pressure to publish was most strongly correlated with questionable research behavior, and that perceptions of the chance of being caught by peer reviewers was the biggest factor in inhibiting misconduct.”

“The survey found **PhD students had the hardest time** meeting the standards of responsible research. Some 53% of them admitted to frequently engaging in one of the 11 questionable research behaviors within the past 3 years, compared to 49% of associate and full professors.”

Some negative effects



Article

Women are credited less in science than men

<https://doi.org/10.1038/s41586-022-04966-w>

Received: 25 February 2021

Accepted: 10 June 2022

Published online: 22 June 2022

Open access

 Check for updates

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There is a well-documented gap between the observed number of works produced by women and by men in science, with clear consequences for the retention and promotion of women¹. The gap might be a result of productivity differences^{2,3}, or it might be owing to women's contributions not being acknowledged^{4,5}. Here we find that at least part of this gap is the result of unacknowledged contributions: women in research teams are significantly less likely than men to be credited with authorship. The findings are consistent across three very different sources of data. Analysis of the first source—large-scale administrative data on research teams, team scientific output and attribution of credit—show that women are significantly less likely to be named on a given article or patent produced by their team relative to their male peers. The gender gap in attribution is present across most scientific fields and almost all career stages. The second source—an extensive survey of authors—similarly shows that women's scientific contributions are systematically less likely to be recognized. The third source—qualitative responses—suggests that the reason that women are less likely to be credited is because their work is often not known, is not appreciated or is ignored. At least some of the observed gender gap in scientific output may be owing not to differences in scientific contribution, but rather to differences in attribution.

Towards a European reform of research (and academic) assessment



Core commitments

1. Recognise the **diversity of contributions to, and careers in, research** in accordance with the needs and nature of the research
2. **Base research assessment primarily on qualitative evaluation** for which peer review is central, **supported by responsible use of quantitative indicators**
3. **Abandon inappropriate uses** in research assessment **of journal- and publication based metrics**, in particular inappropriate uses of Journal Impact Factor (JIF) and h-index
4. **Avoid the use of rankings** of research organisations in research assessment



Mar 2021
EC OS Unit
1st meeting
with
stakeholders



Sep
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PROPOSED APPROACH



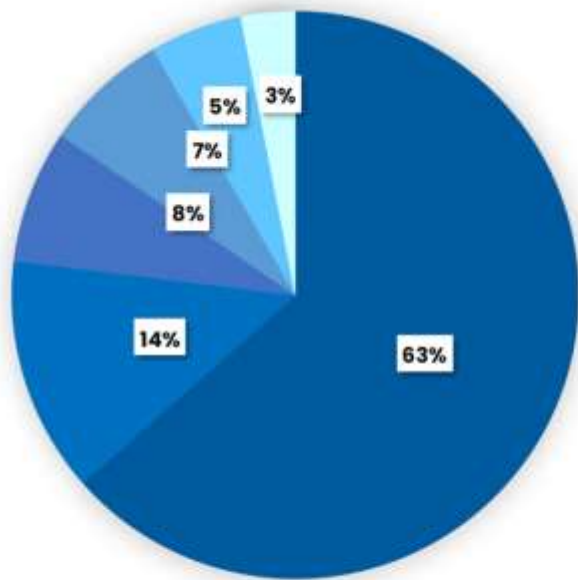
A European initiative should aim to **facilitate and speeding up changes** to research assessment. The objective would be to have research practices that are **transparent, fair, and**

ADVANCE TOWARDS THE REFORM THE ASSESSMENT SYSTEM FOR RESEARCH, RESEARCHERS AND INSTITUTIONS TO IMPROVE THEIR QUALITY, PERFORMANCE AND IMPACT

types of (potential) impacts, whereas open science practices should be stimulated by rewarding open collaboration, knowledge sharing and involvement of societal actors.

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CoARA members nowadays



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

646 member organisations

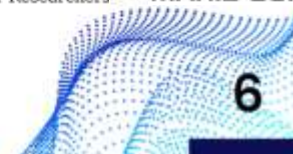
735 signatories

[11 June 2024]

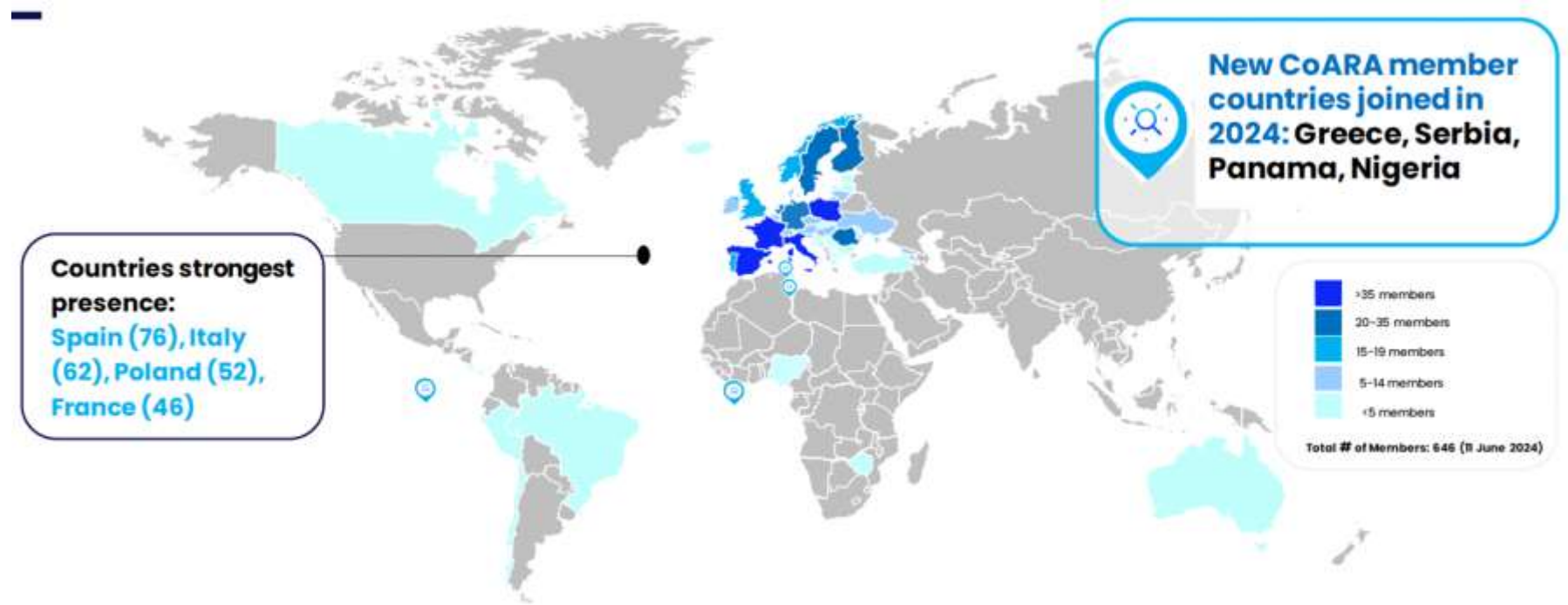


eurodoc

The European Council of Doctoral Candidates and Junior Researchers

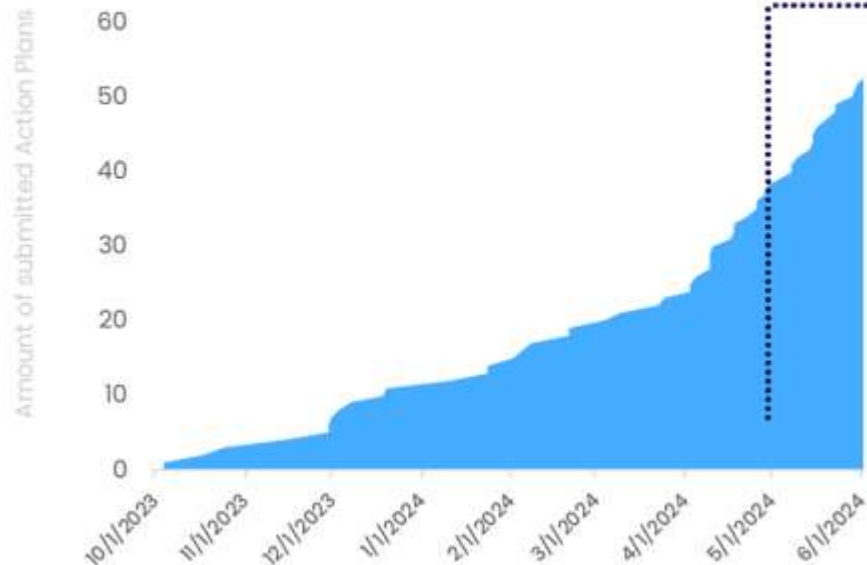


A global initiative rooted in Europe



CoARA implies a call for action

Growing collection of Action Plans



Action Plan Webinar

29 April 2024

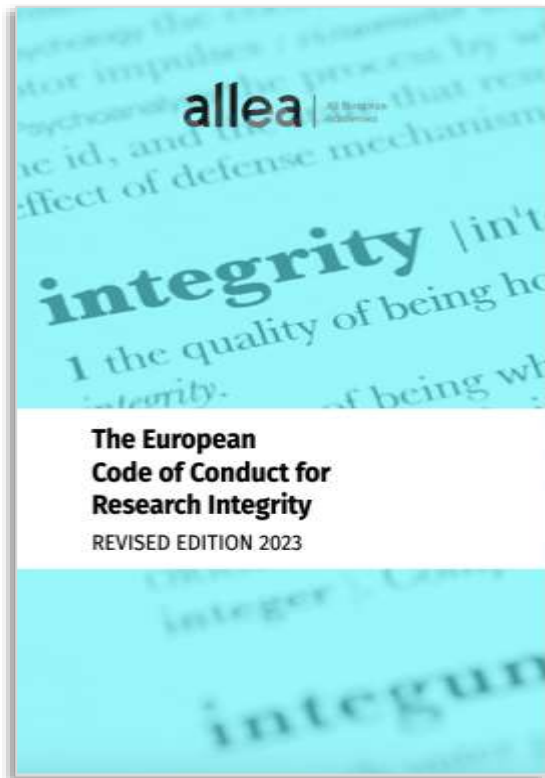


Everything you need to
know about Action Plans
Relaunching Research Assessment



https://zenodo.org/communities/coara_action_plans/

First effects...



2. Good Research Practices

2.8 Reviewing and Assessment

- Researchers, research institutions, and organisations adopt assessment practices that are based on principles of quality, knowledge advancement, and impact that go beyond quantitative indicators and take into account diversity, inclusiveness, openness, and collaboration where relevant.



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

WG Objectives

Objective 1: Gather information and exchange experiences, collect good and best practices – and bad practices to avoid – from a range of different countries and organisations with different levels of implementation of the reform of research assessment and diverse types of institutions as well as different institutional autonomy levels about the impacts of different assessment procedures/methods on EMCRs career paths and the cultures of research systems they are active in.

Objective 2: Develop pilot actions to:

- (i) monitor the outcomes and impacts,
- (ii) support EMCRs during the change through training and consultation,
- (iii) instruct assessors of careers towards novel research assessment practices, and
- (iv) implement an inclusive and positive culture (change)

Objective 3: Based on the gathered insights, develop guidelines, models and a toolbox for implementation, which will include monitoring templates, training recommendations, guidelines for EMCR assessment, and methodologies to drive an inclusive research culture change.

Gràcies
Gracias
Thank you

