



**EUA, DORA AND SPARC EUROPE JOINT WEBINAR**

# Reimagining Academic Career Assessment: Stories of innovation and change

**#AcademicAssessment**

**25 February 2021**

## Today's programme

- **Introduction** by Vanessa Proudman, Director, SPARC Europe
- **Presentation and discussion of the main findings** by Anna Hatch, DORA Program Director, and Bregt Saenen, Policy and Project Officer, EUA, with
  - Marta Aymerich, Open University of Catalonia, Spain
  - Rinze Benedictus, University Medical Center Utrecht, Netherlands
  - Nele Bracke, Ghent University, Belgium
  - Kim Huijpen, VSNU, Netherlands
  - Finn-Eirik Johansen, University of Oslo, Norway
  - Frank Miedema, University Medical Center Utrecht, Netherlands
  - Henriikka Mustajoki, Federation of Finnish Learned Societies, Finland
  - Janne Pölönen, Federation of Finnish Learned Societies, Finland
- **Video presentation** by Neil Smyth, University of Nottingham Ningbo China
- **Q&A session with the audience**
- **Closing remarks**

## Case studies

### “Reimagining Academic Career Assessment: Stories of innovation and change”

- Report and online repository bring together and analyse case studies in responsible academic career assessment
- Gathered by EUA, DORA and SPARC Europe, the case studies serve as a **source of inspiration for universities and other actors looking to improve their academic career assessment practices**

Source:

Report: <http://bit.ly/AcademicAssessmentCases>

Repository: <https://sfdora.org/dora-case-studies>



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## Main findings

- **What:** what changed and key characteristics
- **Who:** the stakeholders involved and driving the process
- **Why:** motivation for change
- **How:** processes and dynamics for developing, implementing, and managing change

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# What: what changed and key characteristics

## Shared objectives...

- Move away from quantitative publication metrics
- Towards holistic approach incentivising and rewarding a broad range of academic activities
- ... and long-term goal: improve academic culture

## However!

- Limited awareness challenge
  - Nele Bracke, Ghent University, Belgium
  - Marta Aymerich, Open University of Catalonia, Spain
- Limited capacity challenge
  - Henriikka Mustajoki, Federation of Finnish Learned Societies, Finland
  - Janne Pölönen, Federation of Finnish Learned Societies, Finland

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## Who: the stakeholders involved and driving the process

### **Coalition-building important to gain the bottom-up support**

- Kim Huijpen, VSNU, Netherlands
- Nele Bracke, Ghent University, Belgium

### **Creation of standing or task-and-finish groups**

- Finn-Eirik Johansen, University of Oslo, Norway

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## Why: motivation for change

Initiatives broadly share the same **internal drivers and external influences, albeit combining and interacting in different ways**

### **External influences play an ambiguous role**

- Systemic barriers to change, e.g. national/regional rules and regulations
  - Marta Aymerich, Open University of Catalonia, Spain
- “First-mover disadvantage” when implementing practices that are divergent from international norms
- **However:** also a source of inspiration!
  - Finn-Eirik Johansen, University of Oslo, Norway

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## How: processes and dynamics for developing, implementing, and managing change

### “Interplay between top-down and bottom-up dynamics - pathways of change?”

- Rinze Benedictus, University Medical Center Utrecht, Netherlands
- Frank Miedema, University Medical Center Utrecht, Netherlands
- **Bottom-up:** long process of informal contacts and leveraging existing networks builds up to practical outcomes
- **Top-down:** can either be supportive or at very least not produce obstacles

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## Video presentation

by Neil Smyth, University of Nottingham Ningbo China

## Q&A session with the audience

*Please use the Zoom question & answer (Q&A) feature*

## Wrap-up and thank you

- Go for open, accurate, transparent, and responsible practices
- Focus on raising awareness, community engagement, and building capacity
- Aim for institutional initiatives backed by a concerted approach
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