

L'efecte papallona de CoARA

Què està passant a les organitzacions europees?

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Jornada UOC, 7 de novembre de 2024

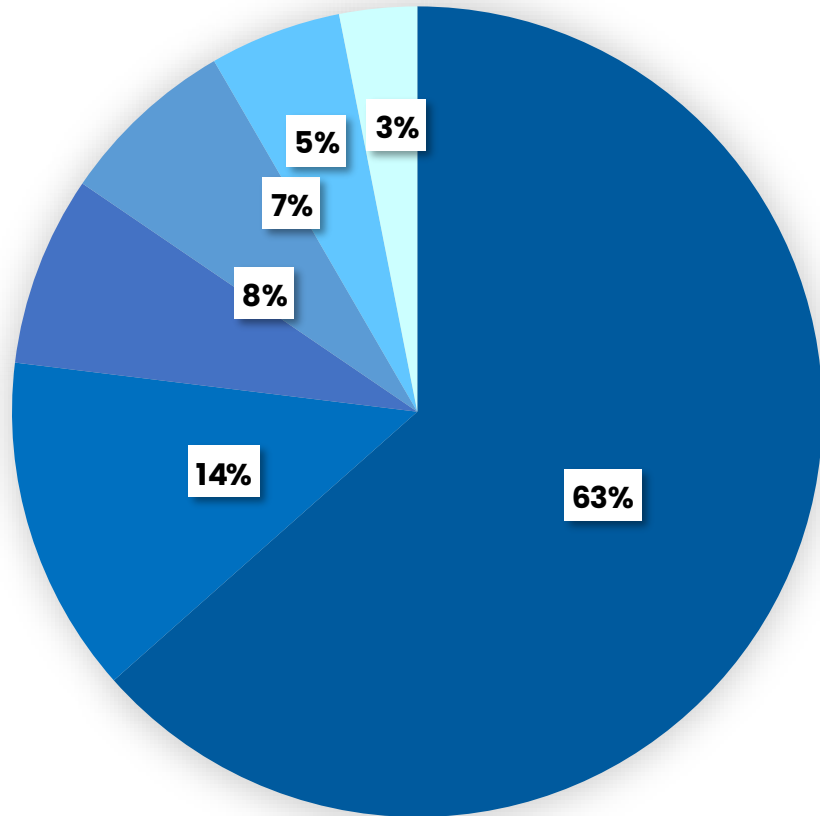


Coalition for Advancing Research Assessment – CoARA

- 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](#)



CoARA Membership by type of organisation



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

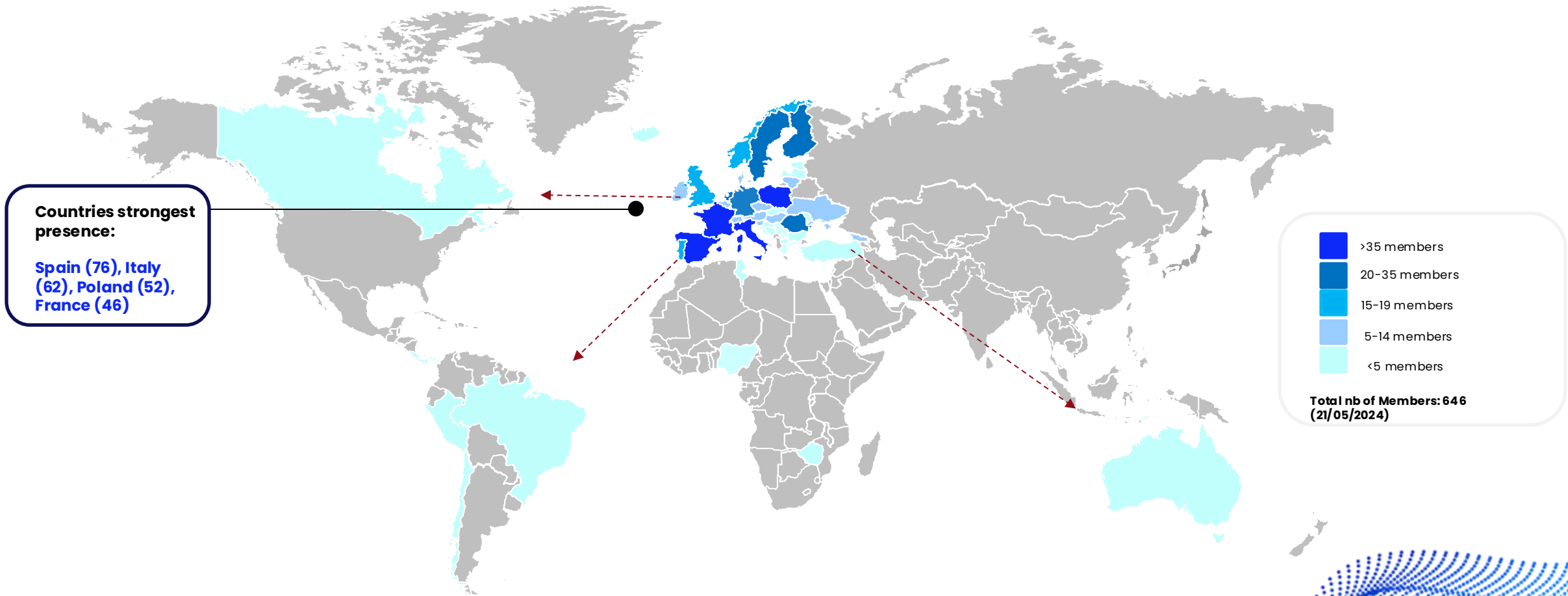
[21 May 2024]

689 member organisations

796 signatories

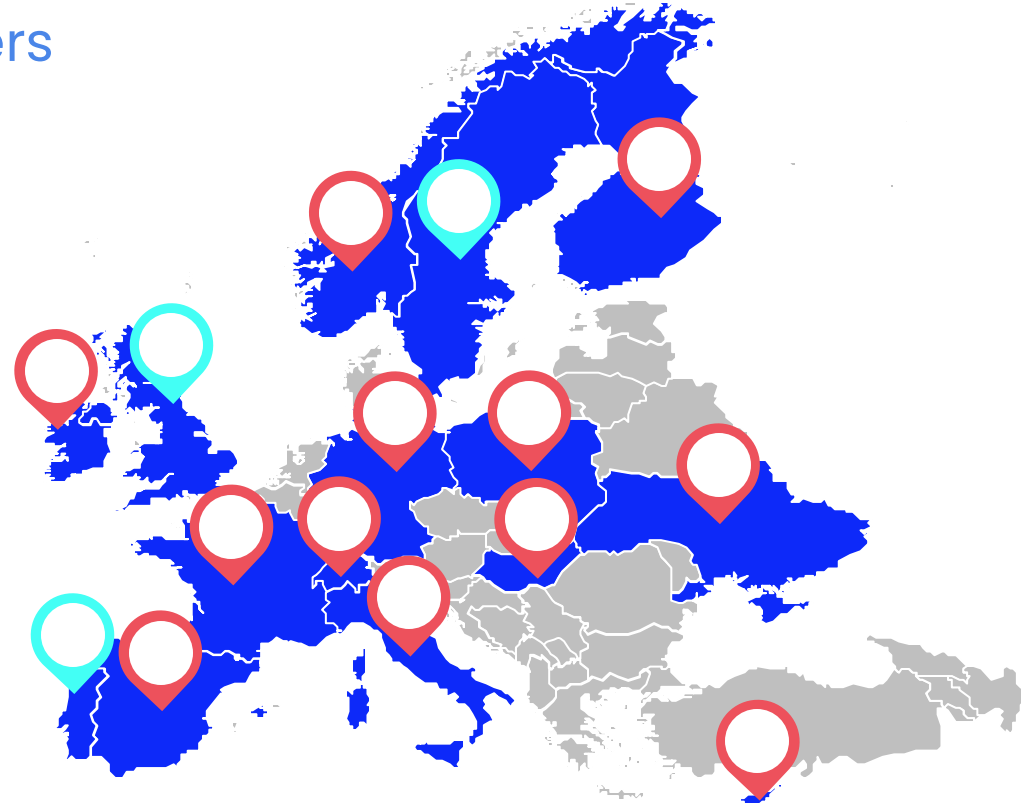
[15 Oct 2024]

CoARA membership 21st May 2024



CoARA Activities – National Chapters

- 15 National Chapters



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

CoARA Activities – WG

- 13 Working Groups



Reforming Academic Career Assessment



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



Recognizing and Rewarding Peer Review



Towards Open Infrastructures for Responsible Research Assessment



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



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



TIER – Towards an Inclusive Evaluation of Research



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



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



Multilingualism and language biases in research assessment



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



Responsible metrics and indicators



Improving practices in the assessment of research proposals

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.

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)

Research centres

- EU-LIFE

**39 members
(21 countries +
Europe,
Global)**

Other org. involved in RA

- CRAC-Vitae
- UK Reproducibility Network

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 Ferrara (IT)
- University of Graz (AT)
- University of Rijeka (HR)
- University of Strathclyde (UK)
- University of Padua (IT)
- University of Messina (IT)

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.

Case studies

INITIATIVES

Initiative	Name	Year	Geographical Scope	Author(s)
ANECA	Reforming research and academic careers assessment in Spain	2023	Spain	Pilar Paneque
CLACSO-FOLEC	Declaration of principles: a new research assessment towards a socially relevant science in Latin America and the Caribbean	2022	Latin America & Caribbean	Laura Rovelli
CoARA	Coalition for Advancing Research Assessment (CoARA)	2022	Global	Rita Morais & Vinciane Gaillard
DORA	The San Francisco Declaration on Research Assessment (DORA)	2013	Global	Haley Hazlett
Eu Charter	The European Charter for Researchers	2005	Europe	Sanja Terlević
Finland	Good practice in researcher evaluation	2020	Finland	Janne Pölönen & Mira Söderman
Netherlands	Recognition & Rewards Programme	2020	The Netherlands	Kim Huijpen
Norway	NOR-CAM – A toolbox for recognition and rewards in academic careers	2021	Norway	Ragnar Lie
OR4	Open and Responsible Researcher Reward and Recognition (OR4)	2021	United Kingdom	Grace Murkett & Robert Darby
UKRI	UKRI People and Teams Action Plan	2023	United Kingdom	Grace Murkett & Sharon Coen
YUFE4Postdocs	YUFE4Postdocs evaluation & selection procedure	2023	Europe	Anne Adams

Survey results

Background information

- Survey **draft** developed between November 2023 – January 2024
- **Pilot phase** in January 2024 – incl. 13 organisations (11 HEIs, 2 research organisations; 10 countries)
- **Final survey**: data collection between February – April 2024

Aim of the survey: gather institutional/organisational level 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.

Target group: Higher education institutions and research organisations worldwide

Scope: organisations that are **planning, initiating or implementing** a reform process on academic career assessment – either at departmental/unit level or organisational level.

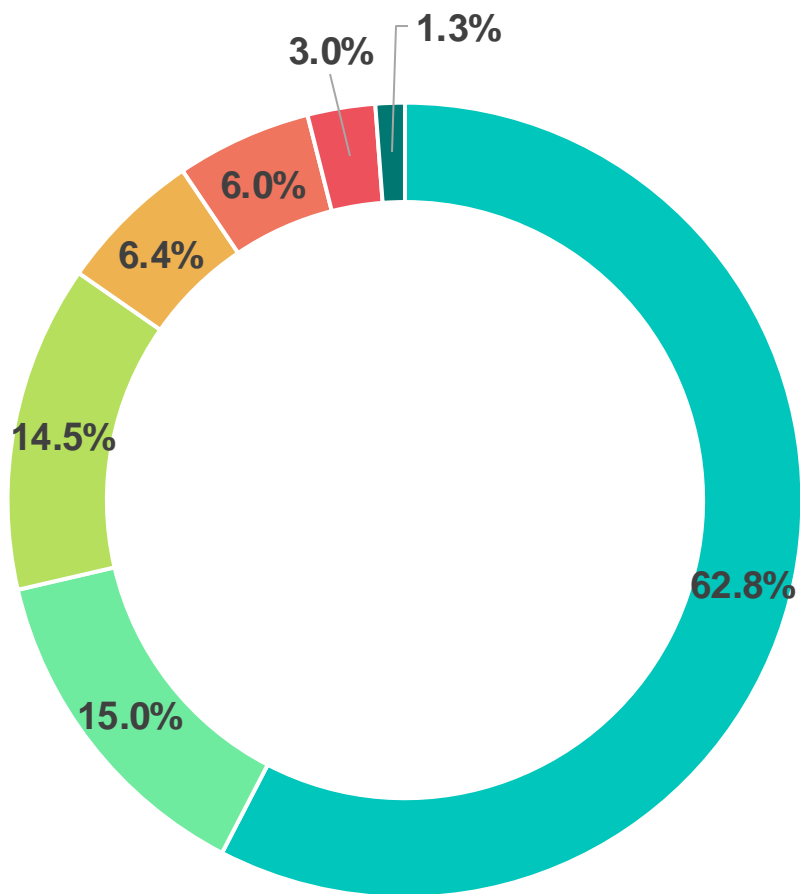
Survey respondents

- **236** valid responses, from **41 countries**

Countries (number of respondents):

- Spain (29)
- France (23)
- Georgia (23)
- Germany (20)
- Serbia (16)
- Netherlands (14)
- Slovakia (8)
- Finland (8)
- Italy (8)
- Sweden (8)
- Poland (7)
- Belgium (6)
- Portugal (6)
- Norway (6)
- Austria (5)
- Switzerland (4)
- Ukraine (4)
- Romania (4)
- Czechia (4)
- United Kingdom (3)
- Croatia (3)
- Turkey (3)
- Ireland (2)
- North Macedonia (2)
- Slovenia (2)
- Lithuania (2)
- Other (2)
- Iceland (1)
- Republic of Moldova (1)
- Andorra (1)
- Bosnia and Herzegovina (1)
- Cyprus (1)
- **Uzbekistan (1)**
- **Tunisia (1)**
- Albania (1)
- Denmark (1)
- Costa Rica (1)
- Azerbaijan (1)
- China (1)
- Malaysia (1)
- Malta (1)

Respondent organisations



- Comprehensive Higher Education Institution (University)
- Specialised University/HEI
- Research Organisation (research institute, research centre)
- Technical University/University of Technology
- University of Applied Sciences
- Other
- Open University

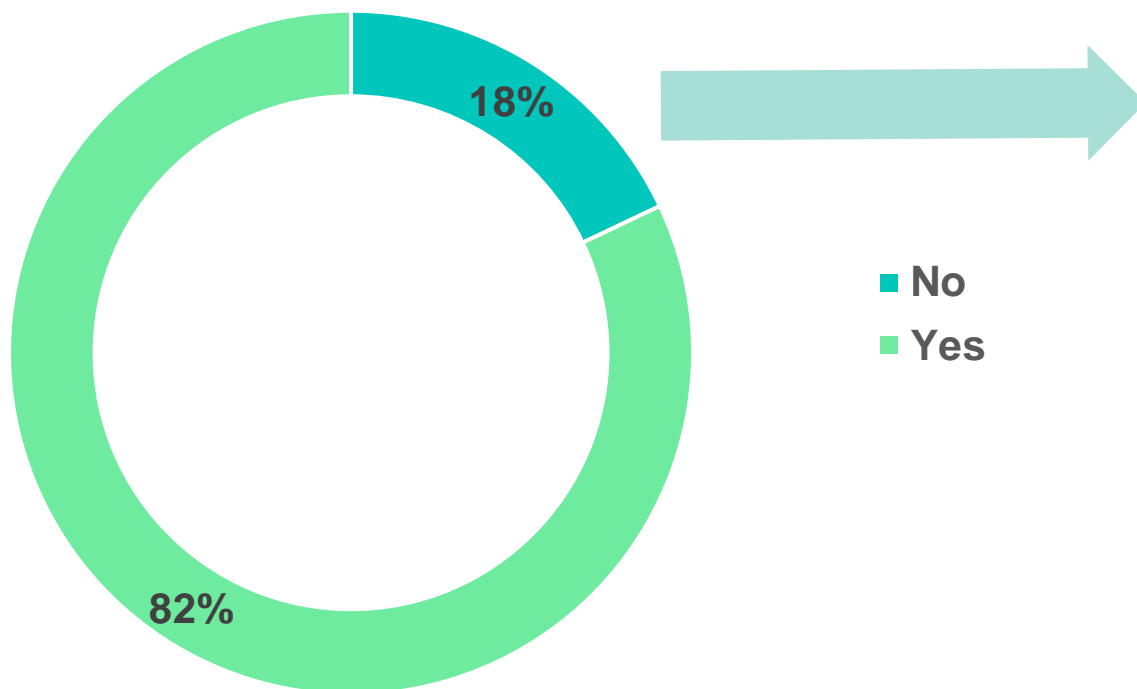
80% public organisations (16% private)

76% both research and teaching-focused (11% mostly research-focused)

43% had ≥ 1000 research staff (FTE)

Involvement in reforms

Has your organisation planned, initiated or implemented a reform process on academic career assessment?



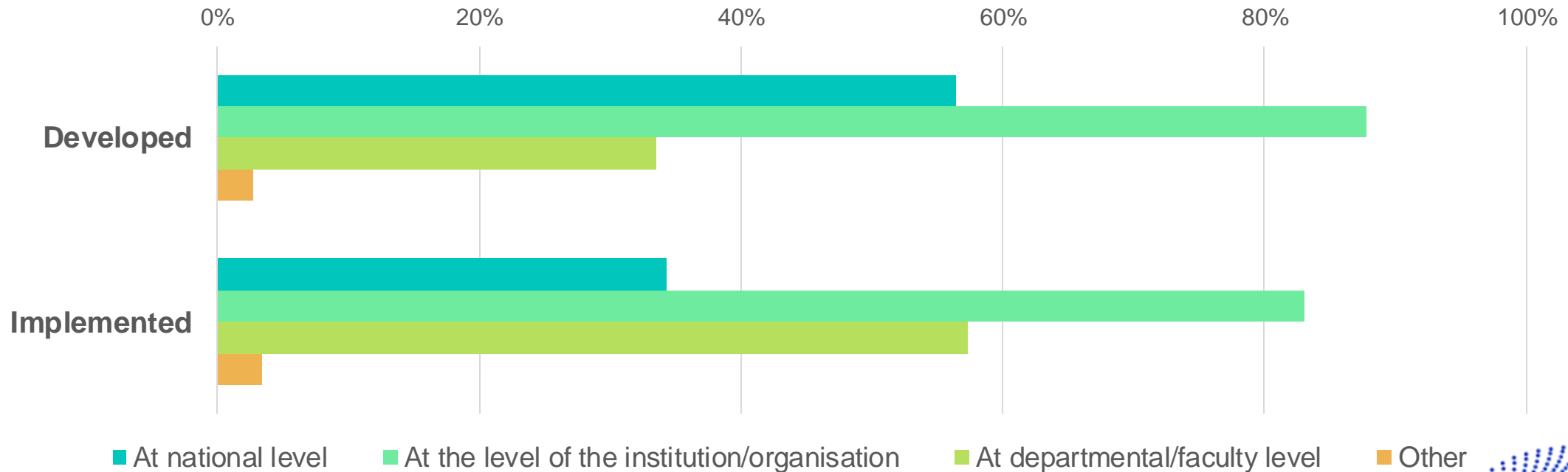
Reasons for not engaging in reform processes:

- **National regulations** (institutions have limited autonomy in the definition of ACA reforms)
- **Unclear why the organisation does not engage** (respondent not aware of the reasons accounting for the lack of organisational engagement in ACA reforms)
- **Resource and capacity constraints** (e.g. limited time, staff, and resources and organisational capacity to implement reforms)
- **Recent reforms implemented** (organisations prefer to evaluate the current system's effectiveness before considering further reforms)
- **Current system is satisfactory**
- **Resistance to change**
- **Other** (e.g. merger processes ongoing, following rules of parent organization)

Number of respondents: 233/236

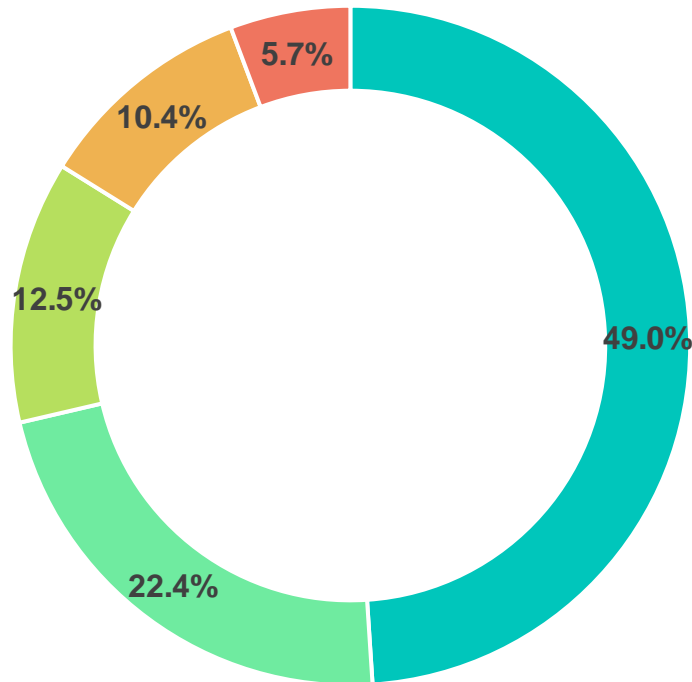
At which level are the processes for ACA developed / performed ?

ACA processes



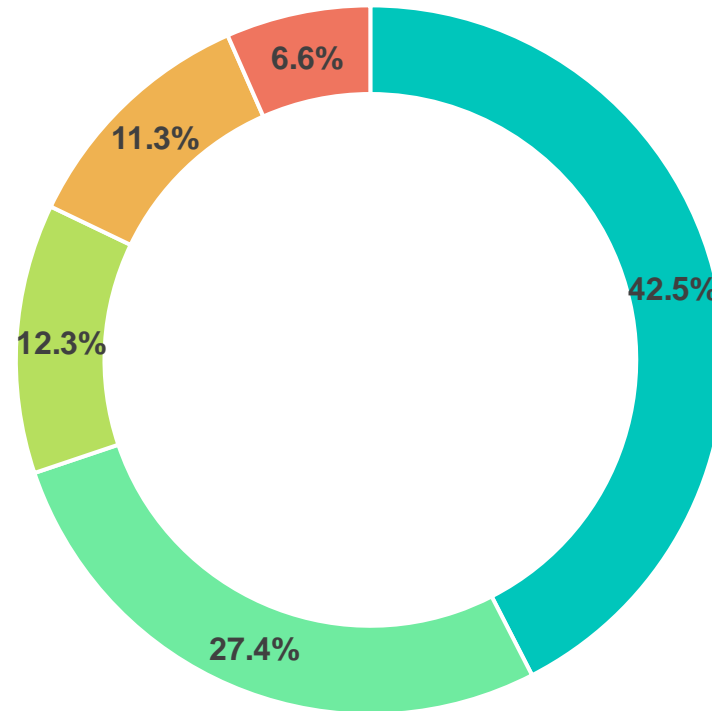
Reform drivers

All organisations



Number of respondents: 192/192

Reform drivers in organisations in which ACA processes are developed at the national level

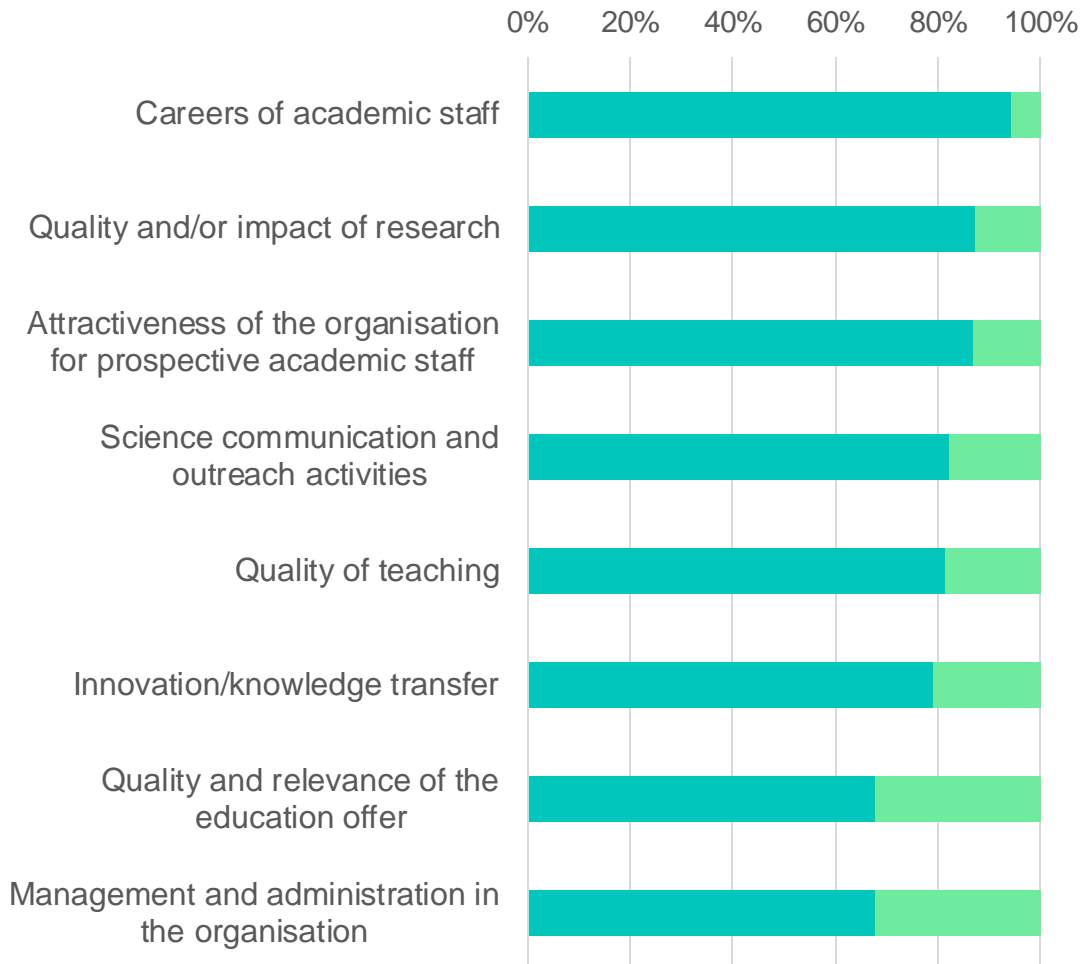


Number of respondents: 106/192

- The reform was initiated within the organisation
- The reform was driven by regulatory reforms at regional or national level
- The reform was inspired by best practices in other organisations or countries
- The reform was initiated together with other organisations (e.g. with similar profile, geographical proximity)
- Other

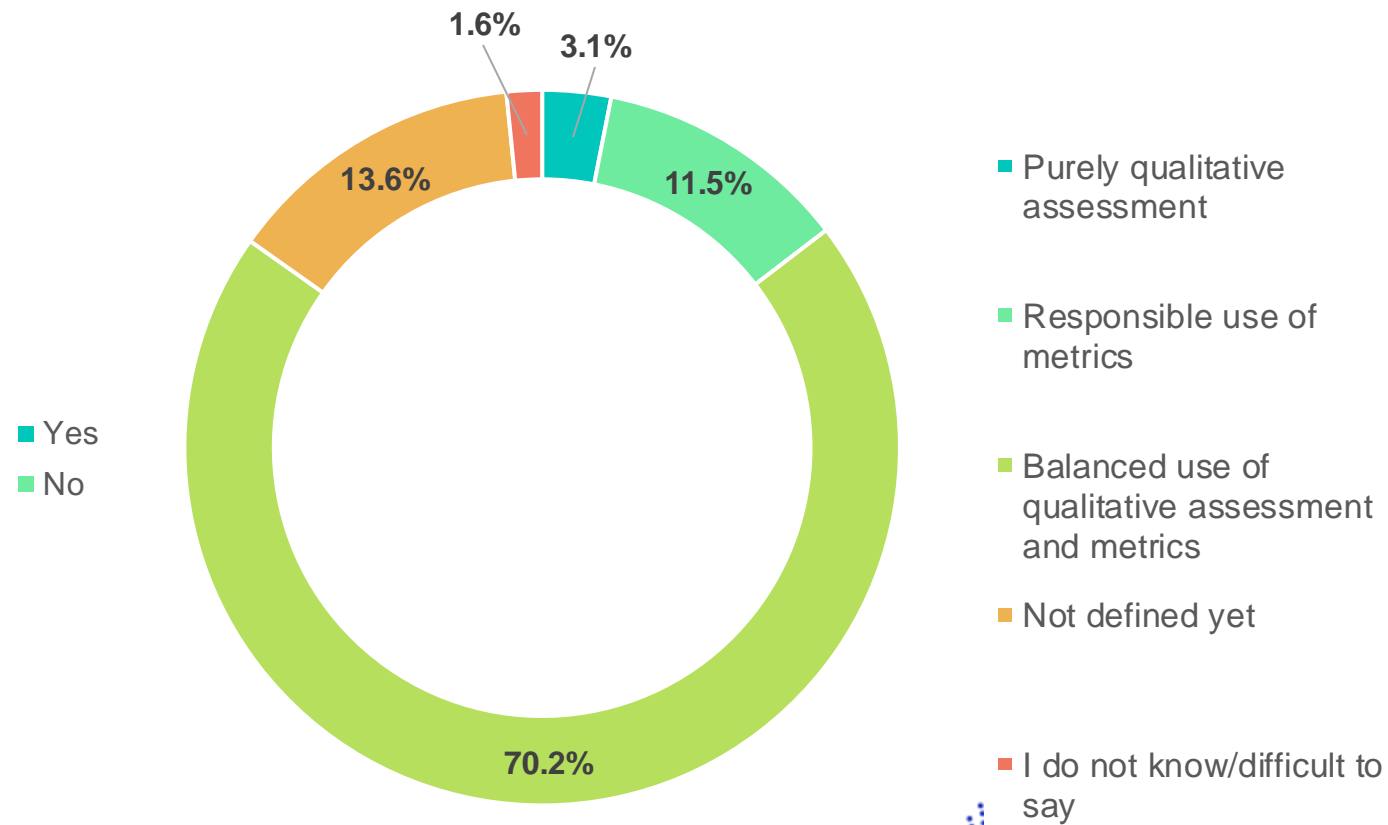
Reform expectations

Expected positive results after reform

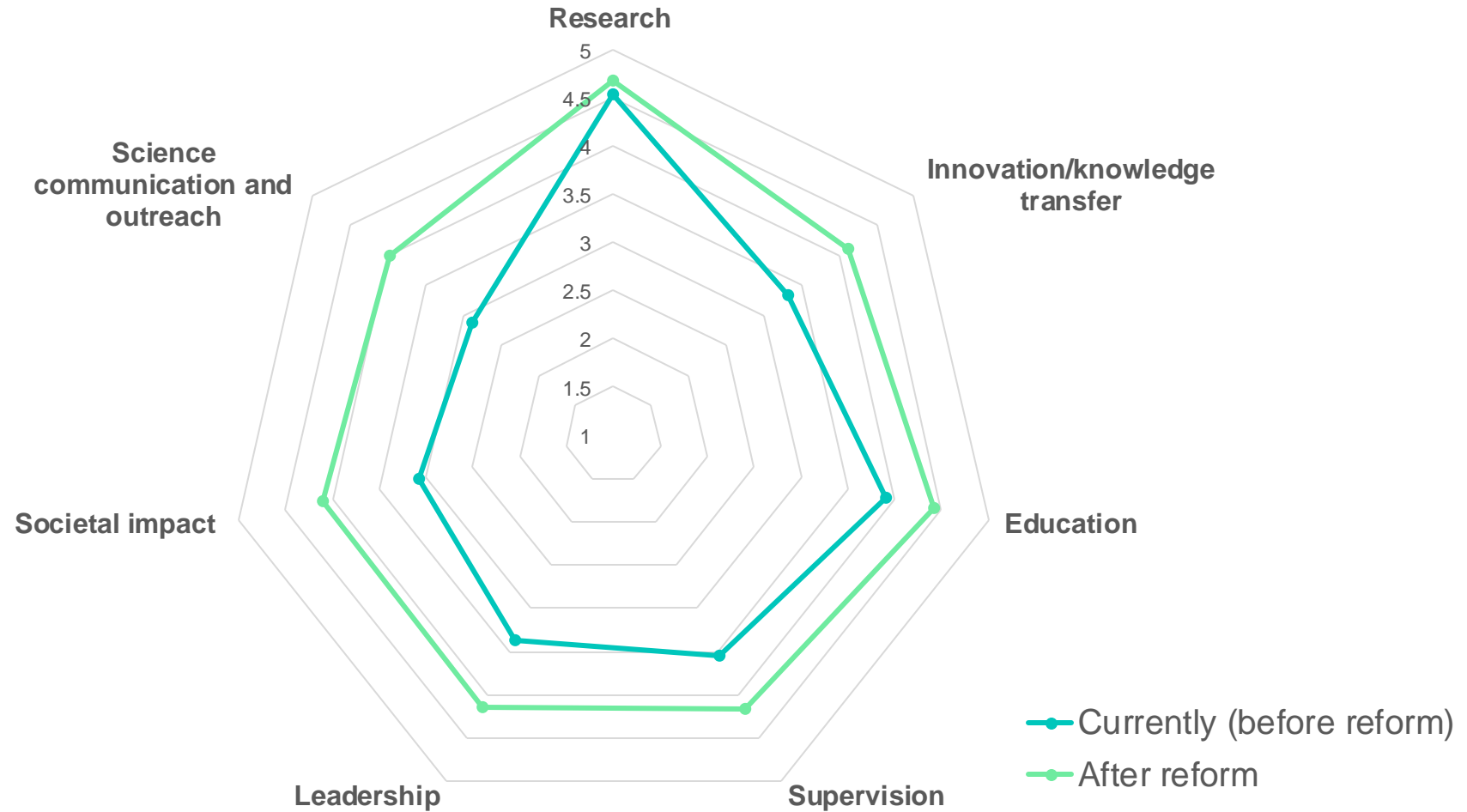


Number of respondents 179-184/192

Focus of ACA after the reform



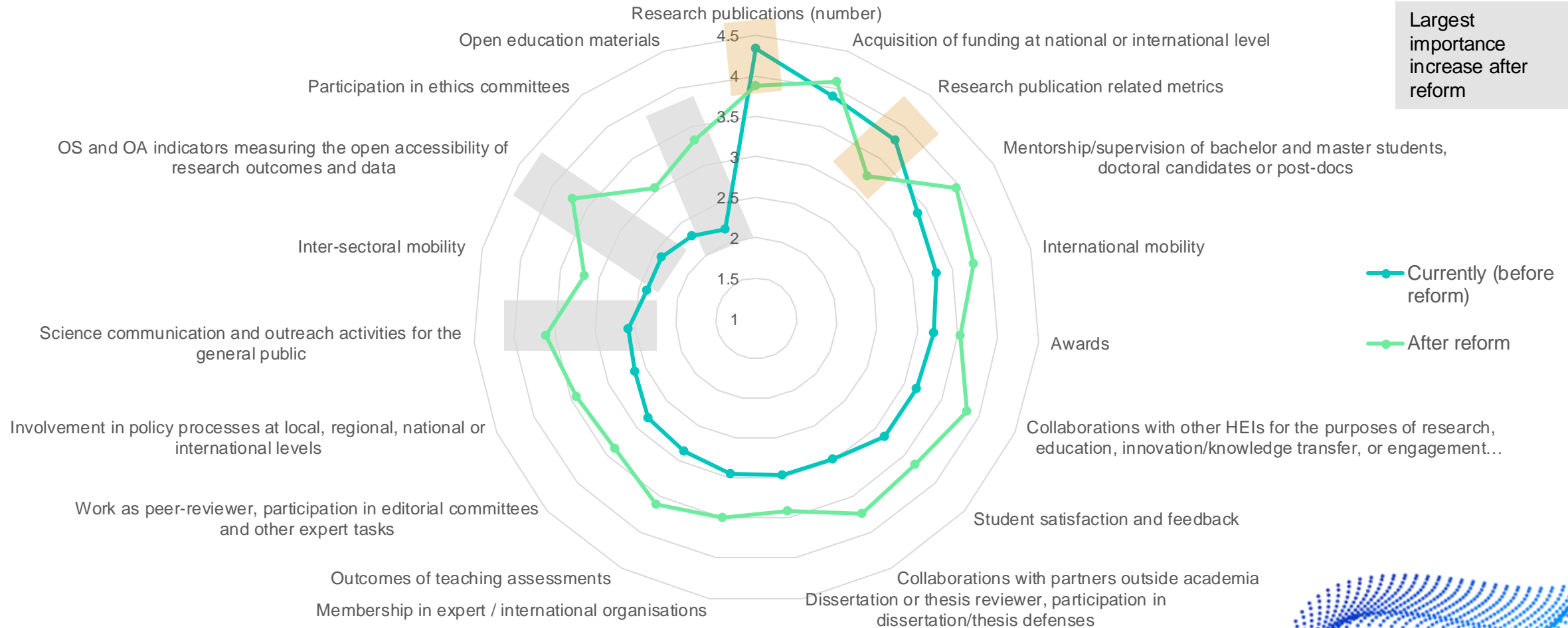
Activities considered in ACA



Indicators for assessing academic careers

Importance decrease after reform

Largest importance increase after reform



Main achievements

1. Awareness and initial engagement in reform

- Early-stage planning and discussion
- Stakeholder involvement and consensus-building
- Awareness-raising and mindset shift

2. Alignment with reform initiatives

- Alignment with reform initiatives at national and international level

3. Transparency and clarity

- Transparency and fairness in criteria
- Clear assessment guidelines

4. Career support and recognition of diverse career paths

- Enhanced career support and career development initiatives
- Recognition of diverse academic careers and contributions

“The initiation of discussions and the spreading of awareness on the subject within our institution have been significant achievements. This early stage of engagement has laid a valuable foundation for implementation of reforms.”

5. Improving assessment practices

- Development of discipline-specific assessment criteria
- Shift towards more qualitative assessment
- Open Science adoption
- Standardization of processes
- Implementation of innovative assessment schemes and career models

6. Organisational advancement

- Reflection on change process
- Improvement in academic activities (e.g. research, education, attracting staff)

“Introducing a pilot scheme for peer-review based research assessment at unit level, in form of a learning agreement with critical friends. Introducing a new and more comprehensive career model for academic staff, better combining education, R&I and practical field/experiences.”

“Proceedings have been professionalized with visible improvement in the qualifications of incomings, in particular postdocs.”



Diagrama de l'atractor de Lorenz (Wikimol, Wikipedia)

Gràcies
Gracias
Thank you

