

# Research Assessment: che cosa cambia?

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# Di che cosa parleremo

- **CoARA e i principi della riforma**
- **Valutazione qualitativa** vs valutazione quantitativa
  - esempi: Room for everyone's talent, NOR-CAM
- **Open science in Horizon Europe** e EC CoARA Action Plan
- **Curriculum narrativi**

# CoARA e i principi della riforma

## ***L' Agreement on Reforming Research Assessment***

contesto

principi e impegni

### **CoARA**

# Le dichiarazioni e i documenti sulla necessità di una riforma

## → 2012: DORA: San Francisco Declaration on Research assessment

Raccomandazioni per migliorare la valutazione vagliando il merito intrinseco della ricerca e abbandonando l'uso inappropriato di indicatori bibliometrici come [JIF](#) e [H-index](#).

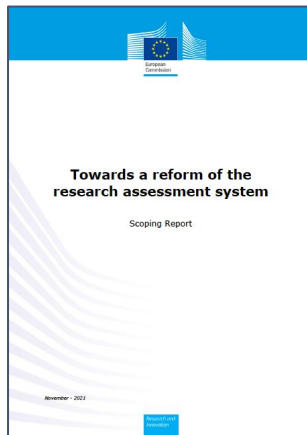
## → 2015: [Leiden Manifesto](#)

## → 2020: [Hong Kong Principles](#)

Individuano i principi sulla base dei quali incentivare l'adozione di pratiche che supportino l'integrità della ricerca.

# Towards a reform of the research assessment system (scoping report)

→ **gennaio - novembre 2021:**  
consultazione della CE con gli  
stakeholder e pubblicazione dello  
scoping report.



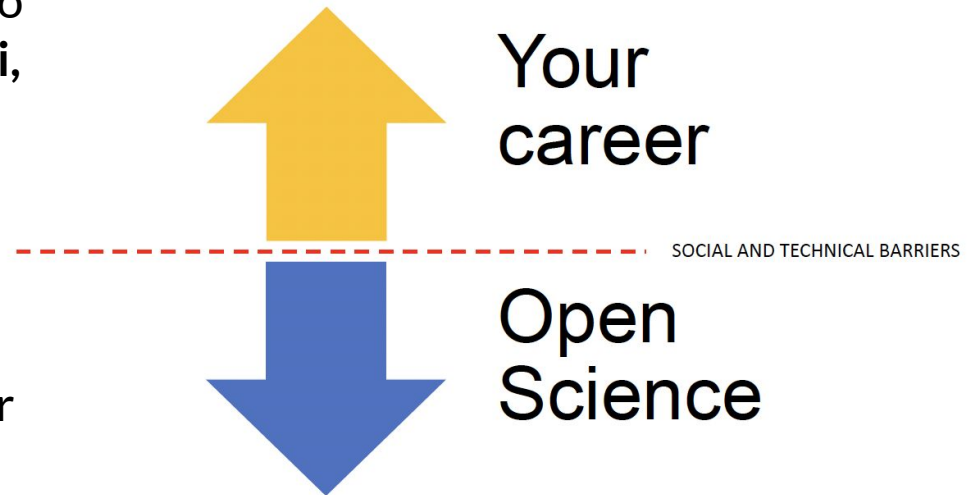
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# Motivazioni

**I processi di ricerca stanno subendo una trasformazione digitale, diventando meno lineari, più collaborativi e aperti, nonché più multidisciplinari e con una maggiore diversità di risultati.**

**Allo stesso tempo, l'attuale sistema di valutazione della ricerca utilizza spesso metodi inadeguati e limitati per valutare la qualità, le prestazioni e l'impatto della ricerca e dei ricercatori (in particolare, la quantità di pubblicazioni in riviste con un elevato Journal Impact Factor e citazioni).**



[@protohedgehog](https://twitter.com/protohedgehog)

Esito delle consultazioni è la necessità di lanciare un'**iniziativa europea** che faciliti e acceleri i cambiamenti nella valutazione della ricerca:

- proposte di ricerca, i ricercatori,
- unità e istituzioni di ricerca
- ricercatori

Valorizzare i meriti intrinseci e le prestazioni piuttosto che il numero di pubblicazioni e il luogo in cui sono state pubblicate, promuovendo un giudizio qualitativo basato sulla peer review, e sostenuto da un uso responsabile degli indicatori quantitativi.

Stimolare e premiare e pratiche di scienza aperta: collaborazione aperta, condivisione delle conoscenze e coinvolgimento degli attori sociali.

Incoraggiare lo sviluppo di capacità per la multidisciplinarietà, l'interdisciplinarietà e la transdisciplinarietà, nonché i percorsi di carriera non tradizionali che includono l'esperienza acquisita in altri settori.

La valutazione dovrebbe anche riconoscere i diversi contributi ai team scientifici.

Agreement

+ Coalizione

+ Misure di supporto



# Il processo di definizione dell'ARRA

- **16 dicembre 2021:**  
pubblicazione di un invito a manifestare interesse a entrare nella coalizione che ha collaborato alla redazione dell'accordo.
- **gennaio 2022-luglio 2022:**  
redazione da parte del drafting team + incontri con core group e assemblea degli stakeholder per discutere gli elementi dell'accordo + processo di consultazione degli stati membri (ERAC e ERA Forum).
  - A giugno pubblicate le Council conclusions.



# Research assessment and implementation of Open Science - Council conclusions, giugno 2022

Tenendo conto di precedenti conclusioni del consiglio, di raccomandazioni della Commissione, della UNESCO Recommendation on Open Science (2021), dello Scoping report

Incoraggiano Commissione e Stati Membri a far proprie le pratiche della scienza aperta e a riformare le pratiche di valutazione correnti, che di fatto limitano bibliodiversità, valorizzazione delle diverse attività, multilinguismo e interdisciplinarietà e ad evolversi verso sistemi di valutazione più qualitativi.

1. ribadiscono l'importanza dell'adozione delle pratiche della scienza aperta per aumentare qualità, impatto e benefici rendendo la conoscenza più affidabile, efficiente e precisa.

2. La riforma della valutazione, e il pensare nuovi sistemi di incentivi e di ricompensa, servono ad aumentare la qualità della ricerca. I principi sono promuovere "l'indipendenza, l'apertura, la riproducibilità e la trasparenza dei dati e dei criteri necessari per valutare la ricerca e determinarne gli impatti" (p.7)

3. sottolineano che **la comunità scientifica deve essere al centro di questa evoluzione:**

"TENENDO CONTO del fatto che ai fini di una scienza affidabile e di eccellenza svolge un importante ruolo la valutazione della ricerca fondata sul principio della revisione inter pares e che i ricercatori fungono essi stessi da revisori e valutatori in molti contesti, SOTTOLINEA che gli stessi ricercatori dovrebbero essere al centro di questa evoluzione, in quanto è della massima importanza che sostengano e attuino i principi migliorati per la valutazione della ricerca e che ricevano una formazione adeguata a tal fine, di modo che sia garantita un'ampia adozione dei cambiamenti da parte della comunità scientifica; a tale riguardo RITIENE che i ricercatori in tutte le fasi della loro carriera dovrebbero assumere un ruolo attivo nell'ambito del nuovo approccio alla valutazione della ricerca e nell'applicazione dei principi e delle pratiche in materia di scienza aperta;" (p. 6)

4. Sottolineano che la trasformazione dei sistemi di valutazione della ricerca è un elemento chiave dell'attrattiva delle carriere nel settore della ricerca e **invitano la Commissione e gli Stati membri a integrare i principi di valutazione della ricerca nell'elaborazione del quadro europeo per le carriere della ricerca**, nella revisione della Carta europea dei ricercatori e del Codice di condotta per l'assunzione dei ricercatori, oltre che nella futura istituzione della piattaforma per i talenti del SER.

5. accolgono con favore il dialogo tra diversi attori e l'attuazione di una **coalizione** che lavori alla riforma, incoraggiando gli stati membri a promuovere la riforma del sistema di valutazione a livello nazionale e regionale, in collaborazione stretta coi ricercatori, rispettando l'autonomia delle organizzazioni e sulla base dei principi sopra elencati.

# 20 luglio 2022: Pubblicazione dell'Agreement

[European Commission](#) > [Research and innovation](#) > [News](#) > [All research and innovation news](#) > [Reforming research assessment: The Agreement is now final](#)

NEWS ARTICLE | 20 July 2022 | Directorate-General for Research and Innovation

## Reforming research assessment: The Agreement is now final

Launched in January 2022 as a co-creation exercise, the [process](#) of drafting an agreement for reforming research assessment has reached an important milestone. On 8 July, the final version of the agreement was presented at a Stakeholder Assembly bringing together the [350+ organisations from 40+ countries](#) having expressed interest in being involved in the process. Today, the final Agreement is made public with this news.

Organisations involved include public and private research funders, universities, research centres, institutes and infrastructures, associations and alliances thereof, national and regional authorities, accreditation and evaluation agencies, learned societies and associations of researchers, and other relevant organisations, representing a broad diversity of views and perspectives. They have provided feedback to the evolving drafts of the agreement, as prepared by a team composed of representatives from the European University Association (EUA), Science Europe, the European Commission, and Dr Karen Stroobants, in her individual capacity as researcher with expertise in research on research. A core group of 20 research organisations, representing the diversity of the research community across Europe, also contributed to the drafting process, while EU Member States and Associated Countries have been consulted on the agreement in the framework of the ERA Forum and the European Research Area Committee (ERAC).

The Agreement on Reforming Research Assessment sets a shared direction for changes in assessment practices for research, researchers and research performing organisations, with the overarching goal to maximise the quality and impact of research. The Agreement includes the principles, commitments and timeframe for reforms and lays out the principles for a Coalition of organisations willing to work together in implementing the changes.

[Final version of the Agreement](#)

# 28 settembre 2022: Apertura firme

[https://research-and-innovation.ec.europa.eu/news/all-research-and-innovation-news/reforming-research-assessment-agreement-now-final-2022-07-20\\_en](https://research-and-innovation.ec.europa.eu/news/all-research-and-innovation-news/reforming-research-assessment-agreement-now-final-2022-07-20_en)

1. I principi

2. Gli impegni fondamentali  
e di supporto

3. La coalizione CoARA

4. Il calendario

Allegati

L'accordo stabilisce una **direzione comune per la riforma della valutazione della ricerca**, fondata su **10** impegni, nel rispetto dell'autonomia delle organizzazioni.

Our vision is that the assessment of research, researchers and research organisations recognises the diverse outputs, practices and activities that maximise the quality and impact of research. This requires basing assessment primarily on qualitative judgement, for which peer review is central, supported by responsible use of quantitative indicators.

# Principi per i criteri generali

1. Rispettare le regole e le pratiche di **etica e integrità** e garantire che l'etica e l'integrità siano la massima priorità, mai compromessa da alcun contro-incentivo.
2. Tutelare la **libertà** della ricerca scientifica.
3. Rispettare l'**autonomia** delle organizzazioni di ricerca.
4. **Garantire l'indipendenza e la trasparenza dei dati, dell'infrastruttura e dei criteri necessari per la valutazione della ricerca e per determinare gli impatti della ricerca;** in particolare attraverso una raccolta di dati, algoritmi e indicatori chiari e trasparenti, **garantendo il controllo e la titolarità da parte della comunità di ricerca sulle infrastrutture e gli strumenti critici e consentendo alle persone valutate di accedere ai dati, alle analisi e ai criteri utilizzati.**

Agreement on Reforming Research Assessment, pagina 3.

I principi sono ripresi dallo Scoping report, pp. 8-10.

## 1. Qualità e impatto

**La scienza aperta è una condizione necessaria per la ricerca di qualità**

### Qualità

Focus research assessment criteria on quality. Reward the originality of ideas, the professional research conduct, and results beyond the state-of-the-art. Reward a variety of research missions, ranging from basic and frontier research to applied research. **Quality implies that research is carried out through transparent research processes and methodologies and through research management allowing systematic re-use of previous results. Openness of research, and results that are verifiable and reproducible where applicable, strongly contribute to quality. Openness corresponds to early knowledge and data sharing, as well as open collaboration including societal engagement where appropriate.** Assessment should rely on qualitative judgement for which peer review is central, supported by responsibly used quantitative indicators where appropriate.

### Impatto

Recognise the contributions that advance knowledge and the (potential) impact of research results. Impact of research results implies **effects of a scientific, technological, economic and/or societal nature** that may develop in the short, medium or long-term, and that vary according to disciplines and research types (e.g. basic and frontier research vs. applied research).

Agreement on Reforming Research Assessment, pagine 3 e 4.

I principi sono ripresi dallo Scoping report, pp. 8-10.



## 2. Diversità, inclusività, collaborazione

- **Recognise the diversity of research activities and practices, with a diversity of outputs, and reward early sharing and open collaboration.** Consider tasks like peer review, training, mentoring and supervision of Ph.D candidates, leadership roles, and, as appropriate, science communication and interaction with society, entrepreneurship, knowledge valorisation, and industry-academia cooperation. Consider also the full range of research outputs, such as scientific publications, data, software, models, methods, theories, algorithms, protocols, workflows, exhibitions, strategies, policy contributions, etc., and reward research behaviour underpinning open science practices such as early knowledge and data sharing as well as open collaboration within science and collaboration with societal actors where appropriate.

Recognise that researchers should not excel in all types of tasks and provide for a framework that allows researchers to contribute to the definition of their research goals and aspirations.

- **Use assessment criteria and processes that respect the variety of scientific disciplines, research types** (e.g. basic and frontier research vs. applied research), **as well as research career stages** (e.g. early career researchers vs. senior researchers), **and that acknowledge multi-, inter-, and trans-disciplinary as well as inter-sectoral approaches**, when applicable. Research assessment should be conducted commensurately to the specific nature of scientific disciplines, research missions or other scientific endeavours.

- **Acknowledge and valorise the diversity in research roles and careers**, including roles outside academia. Value the skills (including open science skills), competences and merits of individual researchers, but also recognise team science and collaboration.

- **Ensure gender equality, equal opportunities and inclusiveness.** Consider gender balance, the gender dimension, and take into account diversity in the broader sense (e.g. racial or ethnic origin, sexual orientation, socio-economic, disability) in research teams at all levels, and in the content of research and innovation.

## ***1. Riconoscere la molteplicità di contributi e delle carriere nella ricerca, in accordo con i bisogni e la natura della ricerca.***

Finalità: Lo scopo di questo impegno è riconoscere e valorizzare un ampio spettro di pratiche e di attività di ricerca, indipendentemente dal formato o dalla lingua utilizzati;

Ambito: I cambiamenti nelle pratiche di valutazione dovrebbero consentire il riconoscimento dell'ampia diversità di:

- contributi valutabili che i ricercatori danno alla scienza e che sono a beneficio della società, inclusi risultati diversi, al di là delle pubblicazioni su rivista e indipendentemente dalla lingua in cui vengono comunicati;
- pratiche che contribuiscono alla solidità, all'apertura, alla trasparenza e all'inclusività della ricerca e del processo di ricerca, compresa la peer-review, il lavoro di gruppo, e la collaborazione;
- attività come l'insegnamento, la leadership, la supervisione, la formazione e il tutoraggio.

È inoltre importante che la valutazione favorisca il riconoscimento e la valorizzazione di diversi ruoli e carriere nella ricerca, compresi: i ruoli di data steward, di ingegnere del software e di data scientist, i ruoli tecnici, la divulgazione, la diplomazia scientifica, la consulenza scientifica e i ruoli di comunicatore scientifico, solo per citarne alcuni.

È noto che la pratica [di valutazione] attuale è spesso troppo ristretta e limitante, quindi l'obiettivo non può essere quello di sostituire i criteri ristretti da cui desideriamo allontanarci con criteri diversi, ma ugualmente ristretti. Viceversa, l'obiettivo è permettere alle organizzazioni di ampliare lo spettro delle attività a cui danno valore nella ricerca, pur riconoscendo che questo può variare tra le discipline e che non ci si dovrebbe aspettare che ogni singolo ricercatore contribuisca necessariamente a tutte le attività.

## ***2. Basare la valutazione della ricerca principalmente sulla valutazione qualitativa per la quale la revisione tra pari è centrale, supportata da un uso responsabile di indicatori quantitativi.***

Finalità: Questo impegno consentirà il passaggio a criteri di valutazione della ricerca che si concentrano principalmente sulla **qualità**, riconoscendo al contempo che l'uso responsabile degli indicatori quantitativi può essere di supporto alla valutazione laddove significativa e pertinente, e che tale uso dipende dal contesto.

Ambito: La valutazione della ricerca dovrebbe basarsi principalmente su una valutazione qualitativa per la quale la revisione tra pari (peer-review) è fondamentale, sostenuta da indicatori quantitativi utilizzati in modo responsabile, ove appropriato.

La peer-review è il metodo più solido riconosciuto per la valutazione della qualità e ha il vantaggio di essere sotto il controllo della comunità scientifica. **È importante che i processi di revisione tra pari siano strutturati per soddisfare i principi fondamentali di rigore e trasparenza: valutazione da parte di esperti; trasparenza; imparzialità; adeguatezza; riservatezza, integrità e considerazioni etiche; e genere, uguaglianza e diversità.** Per affrontare i pregiudizi e le imperfezioni a cui è soggetto qualsiasi metodo, la **comunità di ricerca rivaluta e migliora regolarmente le pratiche di revisione tra pari.** Possono essere studiati ulteriori criteri, strumenti e processi rivisti o potenzialmente nuovi che siano appropriati per la valutazione della qualità.

Il passaggio a pratiche di valutazione che siano basate in misura maggiore su metodi qualitativi potrebbe richiedere ulteriore impegno da parte dei ricercatori. I ricercatori dovrebbero ricevere un riconoscimento per questi sforzi, e **i loro contributi alla revisione del lavoro dei colleghi dovrebbero essere valutati nella loro progressione di carriera.**

### ***3. Abbandonare gli usi inappropriati nella valutazione della ricerca di metriche basate su riviste e pubblicazioni, in particolare usi inappropriati di Journal Impact Factor (JIF) e h-index***

Finalità: Questo impegno ridurrà il predominio di metriche basate su un ristretto numero di riviste e pubblicazioni.

Ambito: Gli usi inappropriati di metriche basate su riviste e pubblicazioni nella valutazione della ricerca dovrebbero essere abbandonati. In particolare, ciò significa abbandonare l'utilizzo di metriche come il Journal Impact Factor (JIF), l'Article Influence Score (AIS) e l'h-index nel misurare qualità e impatto. Gli **"usi inappropriati"** includono:

- fondare la valutazione di qualità e/o impatto esclusivamente su metriche basate sull'autore (es. conteggio di documenti, brevetti, citazioni, sovvenzioni, ecc.);
- valutare i risultati sulla base di metriche relative a casa editrice, tipologia di pubblicazione o lingua utilizzata;
- fare affidamento su qualsiasi altra metrica che non registri adeguatamente la qualità e/o l'impatto.

## ***4. Evitare l'uso delle classifiche (ranking) degli organismi di ricerca nella valutazione della ricerca.***

Finalità: Questo impegno aiuterà ad evitare che le metriche utilizzate nei ranking internazionali degli organismi di ricerca, che sono inadeguate per la valutazione dei ricercatori, si riversino nella ricerca e nella valutazione dei ricercatori. Aiuterà la comunità di ricerca e le organizzazioni di ricerca a riconquistare l'autonomia necessaria a rimodellare le pratiche di valutazione, evitando che debbano attenersi a criteri e a metodologie stabiliti da società commerciali esterne. Ciò potrebbe comportare il mantenimento del controllo sulle metodologie e sui dati di classificazione.

Ambito: Riconoscendo che le graduatorie internazionali più spesso citate dalle organizzazioni di ricerca attualmente non sono "eque e responsabili", i criteri utilizzati da tali graduatorie non dovrebbero ricadere nella valutazione dei singoli ricercatori, di gruppi di ricerca e di unità di ricerca. Inoltre, le organizzazioni di ricerca dovrebbero essere consapevoli del fatto che la comunicazione pubblica (ad esempio la pubblicità attiva della classificazione (ranking) di un istituto) può contribuire alla percezione che la qualità della ricerca si confonda con la posizione nel ranking. Laddove le classificazioni siano ritenute inevitabili, come potrebbe accadere in forme di valutazione che esulano dall'ambito di applicazione del presente accordo, come l'analisi comparativa e le revisioni delle prestazioni di Paesi o istituzioni, i limiti metodologici di tali approcci dovrebbero essere riconosciuti e le istituzioni dovrebbero evitare gli effetti delle ricadute sulla ricerca e sulla valutazione dei ricercatori.

# Gli impegni di supporto

**I primi tre servono a creare le condizioni per l'adozione dei 4 impegni fondamentali,**

**i secondi tre favoriscono l'apprendimento reciproco e la condivisione di buone pratiche**

*5. Commit resources to reforming research assessment as is needed to achieve the organisational changes committed to*

*6. Review and develop research assessment criteria, tools and processes (For units and institutions - promoting interoperability - and for individuals and projects, with the direct involvement of researchers)*

*7. Raise awareness of research assessment reform and provide transparent communication, guidance, and training on assessment criteria and processes as well as their use*

*8. Exchange practices and experiences to enable mutual learning within and beyond the Coalition*

*9. Communicate progress made on adherence to the Principles and implementation of the Commitments*

*10. Evaluate practices, criteria and tools based on solid evidence and the state-of-the-art in research on research, and make data openly available for evidence gathering and research*

Agreement on Reforming Research Assessment, pp. 7-10.

# Coalition for Advancing Research Assessment

Our vision is that the assessment of research, researchers and research organisations recognises the diverse outputs, practices and activities that maximise the quality and impact of research. This requires basing assessment primarily on qualitative judgement, for which peer review is central, supported by responsible use of quantitative indicators.

## The Agreement

3. lo strumento per tradurre  
gli impegni in pratica:  
**CoARA**



## 51 early signatories:



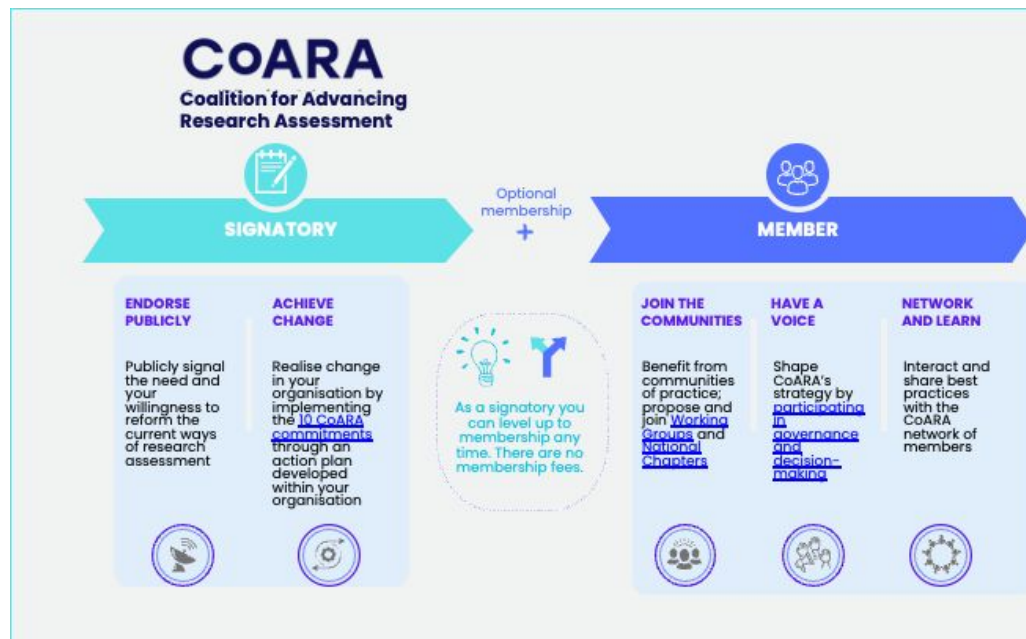
Il 3 maggio 2024 hanno aderito 638 istituzioni

[Elenco dei firmatari](#) (sul sito di CoARA)

NB:

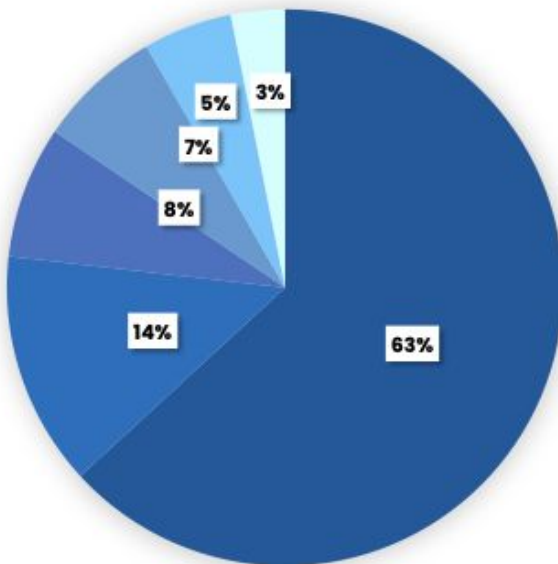
La firma dell'agreement dà diritto a entrare nella Coalition, ma si può anche firmare senza aderire a CoARA.

Aderendo alla coalizione si entra in un processo collettivo e pubblico di scambio, e di mutual learning.





## CoARA MEMBERSHIP BY TYPE OF ORGANISATION



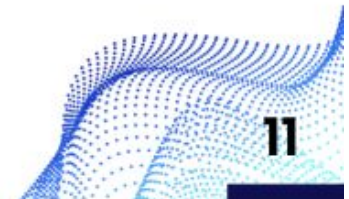
In descending order of total share:

- 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

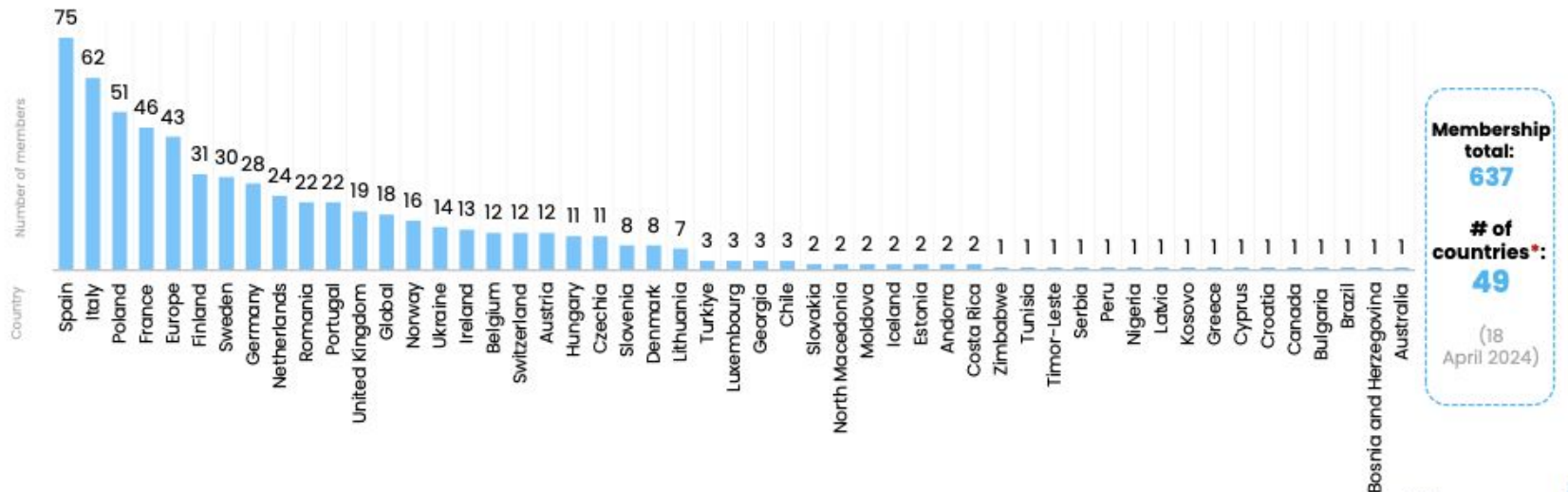
**637 member organisations**

**723 signatories**

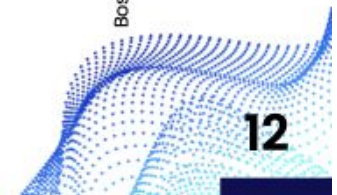
[18 April 2024]



## CoARA MEMBERSHIP BY COUNTRY



\*excl. pan-European and global organisations



# Un'iniziativa non solo europea...

## Unesco recommendation on Open Science (2021)

## G7 Recommendations, Sendai maggio 2023:

- a) Transform the research evaluation system to encourage open science, valuing a greater diversity of types of research results, activities and practices and more diverse career paths.*
- b) Promote stakeholder engagement across the research system to accelerate the research assessment process;*
- c) Promote global collaboration and mutual learning to foster coherent practice;*
- d) raise awareness and provide leadership to promote open science practices;*
- e) develop open and transparent scientific indicators that could be used for research evaluation;*
- f) provide the necessary infrastructure and support for open science practice to support research assessment;*
- g) provide training to enable researchers to practice open science and support the development and responsible use of indicators.*

## Global Research Council "Responsible Research Assessment" Working Group

La **coalizione è stata costituita il 1° dicembre 2022** in un'assemblea a cui hanno partecipato i firmatari dell'accordo.

Lo scopo è **facilitare lo scambio di informazioni e l'apprendimento reciproco** in particolare le attività dei **Working Group e National Chapter**.

## Che cosa comporta l'adesione alla Coalition

A un anno dalla firma, i membri della Coalition rendono pubblica una **Roadmap e un action plan con Milestone**.

**Periodicamente**, rendono pubblici e presentano i loro progressi.

**Dopo 5 anni (fine 2027)** si impegnano ad aver **realizzato almeno un ciclo di revisione e sviluppo dei nuovi criteri, dei processi e degli strumenti di valutazione**.

# CoARA Working Group

<https://coara.eu/coalition/working-groups/>



## Towards Open Infrastructures for Responsible Research Assessment

Open research information is crucial for responsible research assessment, which needs data, tools, infrastructures that secure transparency, reproducibility, geographic-discipline-output coverage in data and indicators. Their sustainability, interoperability, openness, and community-based accountability are key to the reform. This working group's mission is to enable institutions to move from proprietary infrastructure and research information, to open (interoperable) alternatives—in support of the transition to responsible research assessment practices. This effort will take into consideration the wide range of research outputs and open science [...]

[Find more info here.](#)



## Multilingualism and language biases in research assessment

By addressing language diversity and biases in assessment, this WG supports the EU (and other) institutions in fulfilling their duty to enhance, promote and uphold linguistic equity, diversity and non-discrimination in Europe and globally. This requires fostering an academic culture that values diverse competencies, interactions and communications in all languages without exclusions or priorities. The main objectives are 1) to raise awareness across all fields about the importance of "multilingualism in practice of science, in scientific publications and in academic communications" (UNESCO); 2) to provide institutions with guidelines, toolbox [...]

[Find more info here.](#)



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

The mission of this group is to form an incubator for experimental ideas in research assessment. We aim to establish a process to enable change: collecting, refining, and piloting new initiatives. The group will be a 'safe space' for collaboration and brainstorming of unconventional ideas that will shift assessment in line with the goals of CoARA. We will consider a wide variety of approaches, including those that might consider the recognition and rewarding of under-represented and under-rewarded scholarly practices and alternative methodologies and values in the evaluation decision-making processes. This group involves funders, institutions [...]

[Find more info here.](#)



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

EMCRs working in different types of environments, including universities, research institutes or the private sector, are subject to precarity and hypercompetition, and are most strongly affected by research culture and by assessment practices. These assessments happen at a variety of occasions and for different purposes, including hiring and promotion, yearly cadre reviews and success evaluations, project applications, habilitation, defending a disposition or a doctorate, etc. Moreover, EMCRs particularly in earlier career stages face an uncertainty about the academic system, as there is little coaching and training on the existing requirements [...]

[Find more info here.](#)



## TIER – Towards an Inclusive Evaluation of Research

In research assessment, systematic biases can be present when the evaluation criteria do not take properly into account the career path of individuals (for instance, maternity or health leaves not considered in the quantitative evaluation of the scientific production). In addition, accidental confirmation biases may arise when evaluators lack sufficient information about the candidates or valorise stereotyped attitudes. These are more likely to drive the peer evaluation, especially under conditions of high time pressure and cognitive load. These biases can lead to a systematic asymmetry in the evaluation of researchers belonging to different groups, compromising diversity in scientific research – especially in STEM – as proved by statistics.

[Find more info here.](#)



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

ERIP builds global expertise to address the transformative cross-disciplinary impact of data and AI on research culture (values, processes, structures, perceptions) supported by data and AI integrity for the ethical development of AI in research and institutional assessment framed in human-centric quantitative and qualitative metrics/indicators for data/AI research activities. ERIP's mission is to develop policy, guidance, and tools for advancing research assessment that promote the role of, and define the ethical and integrity characteristics of, a responsible culture for the assessment of data and AI in research, fostering responsibility, transparency, and societal benefit.

[Find more info here.](#)



## Reforming Academic Career Assessment

The Working Group on Reforming Academic Career Assessment (ACA) is based on the premise that ACA systems should adequately reflect the different tasks, functions and roles academics fulfil over the course of their career. The aim is to broaden the reflection on research assessment to ACA, taking into account the full range of work conducted by academics in research, teaching and learning, innovation, management/leadership and service to society. The WG brings together a critical mass of academic stakeholders to 1) define the objectives and principles of reforming ACA, from the perspectives of institutions and academic staff being assessed, and to [...]

[Find more info here.](#)



## Responsible metrics and indicators

Stage 1: Assessing the status quo: Which indicators are currently employed? We investigate this across varied disciplines and cultural contexts, specifically in the evaluation of researchers, awards, institutional assessments, and the progression of scientific advancement (like tenure, PhD, habilitation, professor titles, etc.). Starting with CoARA members, institutions are asked to provide information on their current usage of indicators via a structured survey. Stage 2: Critical evaluation of the indicators and recommendations. Based on the survey results, we develop guiding questions and recommendations (2a) when to use indicators (and when not) [...]

[Find more info here.](#)



## Improving practices in the assessment of research proposals

The overall objective of the Working Group is to improve practices in the assessment of research proposals, ultimately supporting higher quality and more impactful projects, in line with the principles and commitments of the Agreement on Reforming Research Assessment, while respecting the autonomy of each member. This will include work on: Criteria for the selection of research projects and innovative approaches to review processes. The Working Group will exchange information and learn mutually on how quality is understood and operationalised by research funding and other organisations through their assessment criteria. It will share experiences [...]

[Find more info here.](#)



## Evaluating Social Sciences and Humanities (SSH) research globally

Assessment of research in the SSH fields and disciplines is challenging because of:

- the diversity of knowledge production, communication, and outreach practices,
- the plurality of methods, processes, applications, and impacts, between and within disciplines,
- The strong national focus in SSH in many SSH fields creates distinct practices,
- a higher proportion of outputs published in languages other than English (WG will liaise closely with Multilingualism WG via our common partners TSW and EASSH).

[Find more info here.](#)



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

In biomedical institutions, research assessments are highly regulated and procedurally institutionalized. Administrative reform is a crucial part of sustainable and successful research assessment reforms (RAR). The goals of the WG are to 1) identify barriers and facilitators, 2) evaluate existing examples, 3) consolidate experiences and 4) identify best practice scenarios. Translating CoARA into organizational practice requires not only the agreement of the broader science community, but its implementation success also depends on other factors that facilitate or hinder the RAR within an organization's administration and governance (A&G) [...]

[Find more info here.](#)



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

New real-world challenges and frontiers in science require collaborations across a range of actors in order to arrive at solutions. Climate change is a case in point. For research to play a transformative role in how our societies are shaped locally, in Europe, and world-wide, science systems need to adopt new assessment approaches. Our working group involves 40+ organisations. It aligns three distinct yet interconnected streams of activities towards transformations and will deliver shared workshops and products.

[Find more here.](#)



## Recognizing and Rewarding Peer Review

Research assessment needs to take into account a broad range of scholarly activities. Formal peer review plays a crucial role in research and must therefore be given appropriate recognition in assessment processes. This working group will develop systematic approaches for recognizing and rewarding peer review activities. Efforts will be made at a number of different levels: (1) Collecting systematic evidence on ways in which high-quality peer review activities can be recognized and rewarded; (2) Using this evidence to develop principles and guidelines for recognizing and rewarding peer review activities; (3) Piloting the implementation [...]

[Find more here.](#)

IL CNR  
partecipa a 5  
WG:

Open Infrastructures  
Multilingualism  
TIER  
SSH  
+  
Impact

# CoARA National Chapters

<https://coara.eu/coalition/national-chapters/>



## Andorra

The Nation Chapter aims to create a platform for Andorran members of CoARA to exchange knowledge and engage in mutual learning regarding issues unique to Andorra and other small countries and territories. This effort is aimed at integrating global principles into local contexts, covering aspects such as peer review processes, revisions to promotion criteria and alternative career pathways, ethical metrics, and a more coordinated and systematic approach toward reforming research assessment on a national level in line with European and international developments of the CoARA agreement.

[Find more info here.](#)



## Cyprus

The University of Cyprus is the leading academic and research institution in Cyprus. It will participate in the National Chapter with two of its entities: The Research and Innovation Support Service, and the SinnoPSis research unit in Science and Innovation Policy and Studies formed in January 2022 as a result of the SinnoPSis ERA Chair funded project. The European Office of Cyprus (EOC) is a non-profit, non-governmental organisation based in Nicosia, with a representation office in Brussels and in Athens. It is expected that UCY and EOC will lead the way and mentor other universities and research institutions to comprehend and endorse the CoARA vision and resulting transformations in research [...]

[Find more info here.](#)



## Finland

The mission is to support the entire Finnish research community in its journey towards a quality focused assessment culture that recognises the full diversity and impact of academic work. The main objectives are: 1. to raise awareness and discussion about the importance of approaches to assessment that incentivise, reflect and reward the plural characteristics of high-quality research, in support of diverse, inclusive and open research cultures. 2. to engage all types of stakeholders in the movement for change: ministries, universities, universities of applied sciences, research institutes and other research performing organisations, public funding agencies and private foundations, including organisations [...]

[Find more info here.](#)



## Poland

The Polish National Chapter (NC-PL) was initiated by the Jagiellonian University and the Koszalin University of Technology, under the auspices of the Conference of Rectors of Academic Schools in Poland and the Polish Academy of Sciences, to monitor the commitments declared by individual signatories so that they are coherent and complementary. At present it brings together 37 CoARA signatories and aims to actively engage researchers, from PhD candidates to reputable leaders, as well as science managers to discuss key topics from a variety of viewpoints. The main mission of the NC-PL is to assess the coherence of the solutions agreed within the Coalition with the current national regulations, and to balance common principles and institutional [...]

[Find more info here.](#)



## Portugal

The Portuguese National Chapter is a collaborative platform that will enhance and contextualize CoARA's commitments to action and the debate on research assessment reform within the Portuguese research landscape and institutional diversity, also bringing the Agreement to the forefront of ongoing national initiatives and contributing to a wider adherence to it. Its main objectives are: Raise awareness within the national community of the Agreement principles and CoARA's commitments to action (Commitment 7). Enable mutual learning and the communication of progress in implementing member institutions' Roadmaps and action plans, as well as their collaboration in CoARA's Working Groups [...]

[Find more info here.](#)



## Spain

The National Chapter Spain is jointly led by the National Agency for Quality Assessment and Accreditation of Spain (ANECA), the Conference of Rectors of Spanish Universities (Crue) and the Spanish National Research Council (CSIC). Its mission is to support the reform of research assessment in Spain, recognising the diverse outputs, practices and activities that maximise the quality and impact of research. The objectives of the Spanish Chapter are in close connection with the commitments of the Agreement, with particular attention to creating a joint initiative to promote and support the revision and development of the research assessment criteria, tools, and processes in Spain, in line [...]

[Find more info here.](#)



## France

In France are different institutions (evaluation and funding agencies, employers such as national research organisations and universities), which conduct evaluations of different types: National Research Organisations, Universities, evaluation and funding agencies, research units, research projects, recruitment and career promotion, bonuses, etc. The added value of the national chapter will be to create a common knowledge by sharing each process when establishing the French state of the art in each institution. Objectives include the coordination of the French members participating in CoARA; reporting and sharing information on ongoing work within CoARA, especially within the CoARA WG; creating synergy between specialists [...]

[Find more info here.](#)



## Germany

The National Chapter functions as a forum for the discussion and coordination of CoARA matters specific to the German research landscape. These topics could include assessment-relevant aspects of financial incentive structures inscribed in German (state or federal) law or statutes of universities / higher education institutions or associations, legislative developments, or novel funding schemes of national importance. Moreover, the NC supports the reform of research assessment practices and culture in practical ways. The NC is a relevant player in the research landscape, which aims strengthening the cultural change (via assessment, administrative or governance and other reforms as well as changes [...])

[Find more info here.](#)



## Hungary

The mission of the Hungarian National Chapter is to harmonise and align the development and update of assessment systems of the participant Hungarian entities on national level along the CoARA commitments in order to create a framework for the interoperability of assessment. Targeted objectives are: initiating a discussion and exchange forum for establishment of the state of the art of research assessment in the participating institutions, evaluation to what extent these are compliant or not with CoARA commitments; assessing the possible and feasible changes, as well as the hurdles and bottlenecks in their institutional implementation; Identifying external factors with influence on the change process [...]

[Find more info here.](#)



## Sweden

This proposal is a major effort between SUHF, the Association of Swedish Higher Education Institutions, and national research funders in Sweden to work together to find common grounds on the definitions and criteria how to assess research in the future. While SUHF and the Swedish Research Council (SRC) have since 2021 arranged annual workshops where the whole sector has been involved in discussions on defining the major obstacles, there is now an emergent need to move forward. In 2022, SUHF appointed a working group with the task of developing a national framework for merit assessment at Swedish higher education institutions, also triggered by the call for an updated Open Science strategy [...]

[Find more info here.](#)



## Switzerland

The National Chapter brings together Swiss cantonal and federal universities, universities of applied sciences and funders, covering Switzerland's different language regions and reflecting the variety of its higher education and research landscape. While the different institutions have been engaged in individual initiatives fostering Open Science, EDI and/or responsible research assessment more generally and plan to be involved in different CoARA working groups, the Swiss National Chapter ensures a more coordinated and systematic approach towards reforming research assessment on a national level, in line with European and international developments [...]

[Find more info here.](#)



## Ukraine

The mission of CoARA National Chapter Ukraine is to advance the growth of Ukraine's knowledge-driven economy for the post-war recovery by reforming the country's research and higher education system through advancing research assessment based on CoARA principles and prioritising Open Science. Objectives include: (1) Adapting the CoARA best practices to Ukrainian reality, especially for various research fields and career stages. (2) Coordinating National efforts in CoARA principles implementation and related discussion while providing expert support to Ukrainian authorities. (3) Discussing and experimenting with (open) peer review as the central instrument for qualitative evaluation of research [...]

[Find more info here.](#)



## Ireland

The Chapter will provide a platform for Irish members of CoARA to exchange knowledge, mutual learning on issues that are specific to Ireland (peer review processes, revision of promotion criteria, Irish funding agency adoption of DORA and/or other statements on the responsible use of research metrics). Key objectives of the Chapter include: building a network of diverse stakeholders from across the Irish research ecosystem; raising awareness and promote understanding of Responsible Research Assessment (RRA) amongst the research community, and taking on board the insights from this community on challenges faced across disciplines and career stages; supporting members to broaden what they value [...]

[Find more info here.](#)



## Italy

The main aims of the Italian National Chapter are to (i) enable mutual learning, share best practices, and raise awareness of best responsible assessment practices and indicators in the national community on the ongoing research assessment reform (CoARA commitments 7-8), and (ii) foster the discussion about the reviewing and development of assessment criteria, tools and processes for assessing research institutions, individual researchers and projects (CoARA commitment 6). This outreach effort will support the implementation of the reform at the national level and will contribute to attract more institutions and stakeholders to sign the agreement. The main activities will be focused on [...]

[Find more info here.](#)



## Norway

The NORCAM National Chapter is a network organised by Universities Norway. Most Norwegian institutions are already working with implementing the principles of NORCAM, which is highly aligned with the principles of ARRA and CoARA. By working with NORCAM, the members are also meeting the expectations in both core and supporting commitments of ARRA. Hence, the NORCAM National Chapter has two interlinked purposes: 1. To share experiences and best practices on the development of institutional versions of the NORCAM framework 2. To create an arena for discussing and sharing practical and strategic aspects of the European Agreement on Reforming Research Assessment (ARRA) and the work and processes linked [...]

[Find more info here.](#)



## United Kingdom

The UK National Chapter supports CoARA members and signatories to reflect on their ambitions for reform of research assessment and provides a space to discuss ways of bringing about this reform. By sharing our successes and lessons learnt, we can work together to bring about meaningful change in our organisations and across the sector. The Chapter is open to and will engage with organisations outside of CoARA to communicate the benefits and implications of the agreement. Finally, the Chapter will support the coordination of research assessment activities relevant to the UK, e.g. UK representation on CoARA Working Groups and sharing of outcomes [...]

[Find more info here.](#)

# CoARA e l'Italia

La partecipazione a CoARA è stata  
aperta il 28-09-2022

In Italia, l'ANVUR ha aderito il 6  
Ottobre seguita da molti altri tra cui  
il CNR

Ad aprile 2024, l'Italia è il secondo  
paese maggiormente rappresentato

Global Outreach CoARA June 2023



Share of total number of organisations (in %) 0.20% 11.90%



**CoARA**  
Coalition for Advancing  
Research Assessment



# Il contesto nazionale

Nel giugno 2022, il Ministero dell'Università e della Ricerca pubblica il Piano Nazionale per la Scienza Aperta (PNSA), un documento citato nel Programma Nazionale della Ricerca (PNR) 2021-2027.

A livello di progetto, anche i bandi nazionali (PNRR, PRIN) iniziano a muoversi nella stessa direzione di Horizon Europe in termini di pratiche e requisiti di scienza aperta.

Nel marzo 2023 è stato nominato dal Ministero dell'Università e della Ricerca il Gruppo di Lavoro Attuazione del PNSA 2021-2027 per l'attuazione del Piano Nazionale per la Scienza Aperta.

Nel giugno 2023 viene organizzata dal Consiglio Nazionale delle Ricerche (CNR) l'Assemblea Tripartita Italiana per l'EOSC.



# CoARA il capitolo nazionale italiano

Contesto nazionale che sembra dare sempre più risalto alla Scienza Aperta



Un numero molto elevato di istituzioni italiane che hanno sottoscritto l'Accordo CoARA



Costituzione di un capitolo nazionale italiano



**Call 2023 for Working  
Groups and National  
Chapters**

Approvato a luglio 2023, il Capitolo nazionale di CoARA è coordinato dal CNR e dall'università di Bologna e ad oggi **comprende 51 istituzioni.**

Alma Mater Studiorum - Università di Bologna  
Consiglio Nazionale delle Ricerche (CNR)  
TOUR4EU - Tuscan Organisation of Universities  
and Research for Europe  
Università di Milano-Bicocca  
Ca' Foscari University of Venice  
Università degli Studi di Pavia  
Universita' Campus Biomedico di Roma  
Università degli Studi di Firenze  
Università del Piemonte Orientale  
Università di Cassino e del Lazio meridionale  
Università di Palermo  
Istituto Italiano di Tecnologia  
Università di Cagliari  
Italian Reproducibility Network (ITRN)  
Università degli Studi della Campania Luigi Vanvitelli  
Università di Torino  
Università degli Studi di Milano  
IULM UNIVERSITY  
Università per Stranieri di Siena  
Università di Pisa  
Politecnico di Torino  
ANVUR  
Università di Modena e Reggio Emilia  
Università di Brescia

Università degli Studi Roma Tre  
Università di Macerata  
Università dell'Insubria  
Università Politecnica delle Marche  
Associazione Italiana per la promozione della scienza  
aperta (AISA)  
Università di Padova  
Università di Trento  
Politecnico di Bari  
Università degli Studi di Bergamo  
Scuola IMT Lucca  
Università di Camerino  
Università di Trieste  
Università degli studi di Verona  
Scuola Normale Superiore  
INGV  
Università di Ferrara  
Università degli Studi della Toscana  
Università Vita-Salute San Raffaele  
Università degli studi dell'Aquila  
Università degli Studi di Urbino Carlo Bo  
University of Messina  
università di Pescara-Chieti  
INFN  
OGS



# Obiettivi principali

Consentire l'**apprendimento reciproco**, condividere le **migliori pratiche** e aumentare la consapevolezza, nella comunità nazionale, sulle migliori pratiche/indicatori di valutazione responsabile sulla riforma in corso della valutazione della ricerca (impegni CoARA 7-8)



Promuovere la discussione sulla revisione e lo **sviluppo di criteri, strumenti e processi di valutazione** per valutare gli istituti di ricerca, i singoli ricercatori e i progetti (impegno CoARA 6)




Questo sforzo di sensibilizzazione sosterrà l'**attuazione della riforma a livello nazionale** e contribuirà ad attirare più istituzioni e parti interessate a firmare l'accordo.

Creare una **rete attiva** tra le istituzioni italiane, promuovere l'**allineamento delle roadmap istituzionali** richieste dal CoARA e interagire con gli organi decisionali politici nazionali competenti.

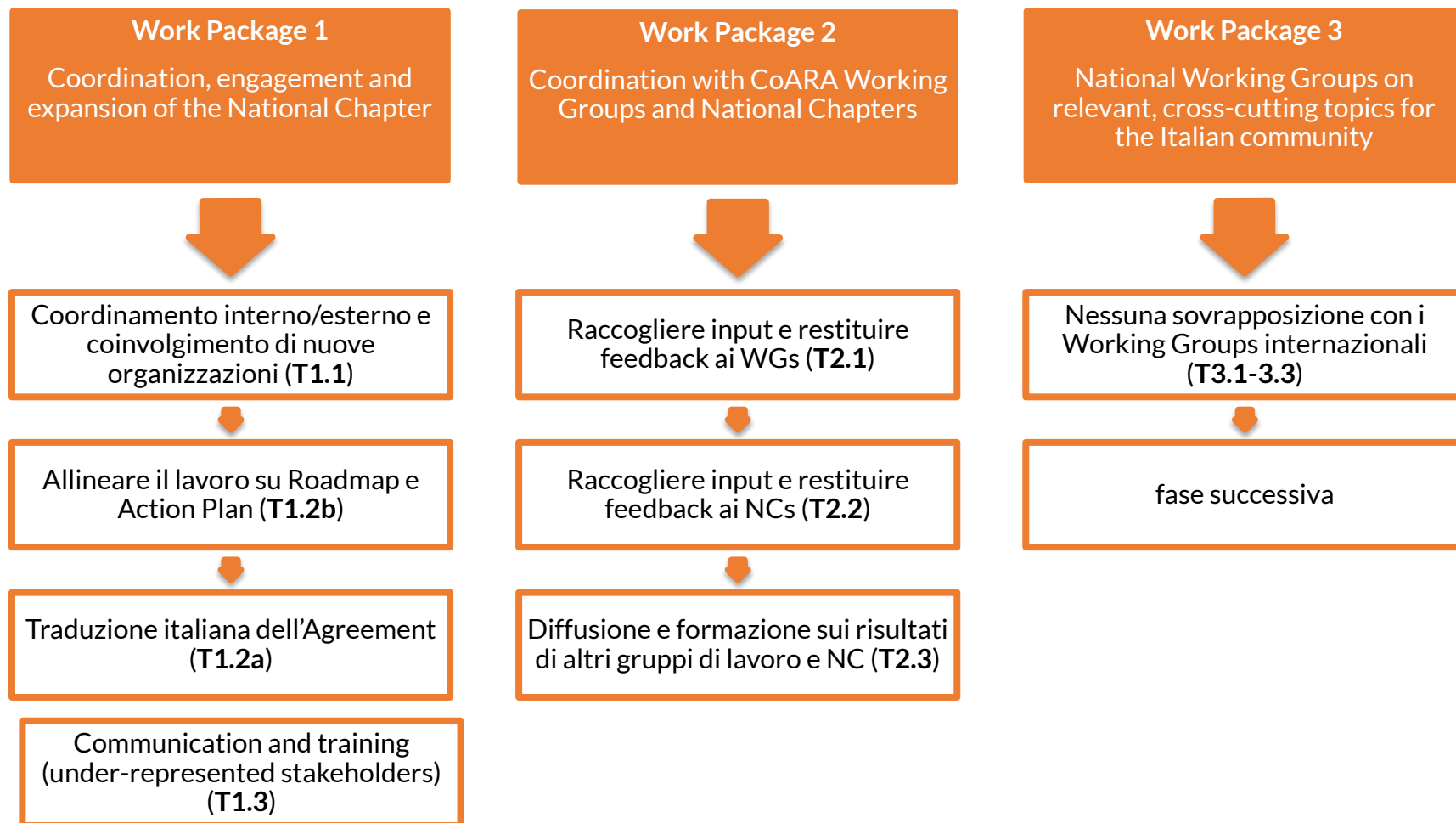


Stabilire connessioni stabili e bidirezionali con i **Working Group**, per esplorare l'impatto dei loro risultati sulle pratiche nazionali e fornire un feedback basato sulle esperienze delle comunità italiane su temi più specifici



Interagire e collaborare con gli altri **National Chapter**: Norvegia, Polonia, Ucraina, Cipro, Francia, Ungheria, Irlanda, Spagna, Svizzera

# Organizzazione del lavoro



# valutazione qualitativa vs quantitativa

→ **Considerare non solo il risultato ma anche dati sottostanti e i processi** (che devono essere **trasparenti e aperti**)

→ attraverso la **peer review**

→ e valorizzando le **diverse attività che caratterizzano il lavoro dei ricercatori**

→ Anche la **valutazione** deve avvenire in base ai principi di **qualità, impatto, diversità, collaborazione e inclusività**

→ **Considerare non solo il risultato ma anche dati e processi sottostanti** (che devono essere **trasparenti e aperti**: verificabili e replicabili/riproducibili)

## Open Science

[Participate](#) [What is Open Science?](#) [News](#) [Contact](#)

[Home](#) > [News](#) > University of Vienna professor Toma Susi: "Relying on impact factors to assess researchers is simply non-scientific"

# University of Vienna professor Toma Susi: "Relying on impact factors to assess researchers is simply non-scientific"



Dr. Toma Susi, an associate professor at the University of Vienna in Austria, estimates that 95% of the research he has conducted since obtaining his PhD in 2011 has been published Open Access.

He has also embraced Open Science methods whenever he could: when Susi and his research group have been fully responsible for a scholarly article, they have typically provided the used datasets in a repository that can be freely accessed and separately cited. They also usually make the analysis code available so that anyone can run the analyses

on the data themselves.

"We're deeply convinced of the philosophy behind Open Science – that everything in scientific research and findings should be transparent and possible to verify by others," Susi explains.

<https://www.kuleuven.be/open-science/news/interview-toma-susi>

→ attraverso la **peer review**

## CoAra [Working Group: Recognizing and Rewarding Peer Review](#)

### Informed peer-review

“evaluation experts should go beyond the popular concept of “informed peer review”. **It is not sufficient to claim that peer review and indicators need to be combined in intelligent ways because the very basis of what counts as an intelligent combination is at stake.** What is needed is a more radical recontextualization of indicators as well as qualitative evidence in assessments”

### vs. **contextual judgement**

- 1) pone il contesto al centro e
- 2) non crea una falsa dicotomia tra valutazione qualitativa e quantitativa

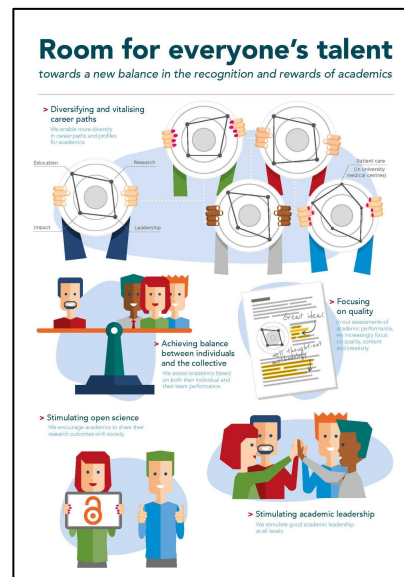
Dal punto di vista politico, seguire questo approccio pone due questioni al cuore della costruzione di nuovi protocolli e procedure di valutazione:

- come la valutazione influenza il processo di creazione della conoscenza
- chi ha il controllo della definizione dell'agenda e del processo di ricerca



→ e valorizzando le **diverse attività che caratterizzano il lavoro dei ricercatori**

*esempi:* Olanda, Norvegia, Commissione Europea



# La ricerca di nuovi indicatori

La scienza aperta è un elemento essenziale per rendere la ricerca riproducibile, e motore della *open innovation*. Promuovere le pratiche della scienza aperta è dunque tra le priorità dell'Europa, e rientra tra gli [Horizon Europe Key Impact Pathways](#).

**Studi sui nuovi criteri, strumenti e indicatori necessari a incentivare l'adozione delle pratiche della scienza aperta:**

- **2017:** [Evaluation of research careers fully acknowledging Open Science practices. Rewards, incentives and/or recognition for researchers practicing Open Science](#) (OS Career Assessment matrix (OS-CAM), matrice che consente di valutare i ricercatori sulla base di un portfolio di attività divise in sei macro-aree di risultati, competenze ed esperienze, ora alla versione 2)
- **2017:** [Next generation metrics: responsible metrics and evaluation for open science](#)
- **2019:** European Commission, Directorate-General for Research and Innovation, [Indicator frameworks for fostering open knowledge practices in science and scholarship](#)  
analisi dettagliata di centoquarantanove possibili indicatori divisi in tre categorie (indicatori per il monitoraggio, per l'apprendimento, e per l'allocazione delle risorse e la valutazione delle carriere) e tre livelli (il sistema scientifico nell'insieme, le organizzazioni che svolgono attività di ricerca, e il singolo ricercatore o gruppo)  
....
- **2024:** DORA, [Guidance on the responsible use of quantitative indicators in research assessment](#)
- **2024:** LERU, [Next Generation Metrics for Scientific and Scholarly Research in Europe](#)

# Position paper: "Room for everyone's talent"

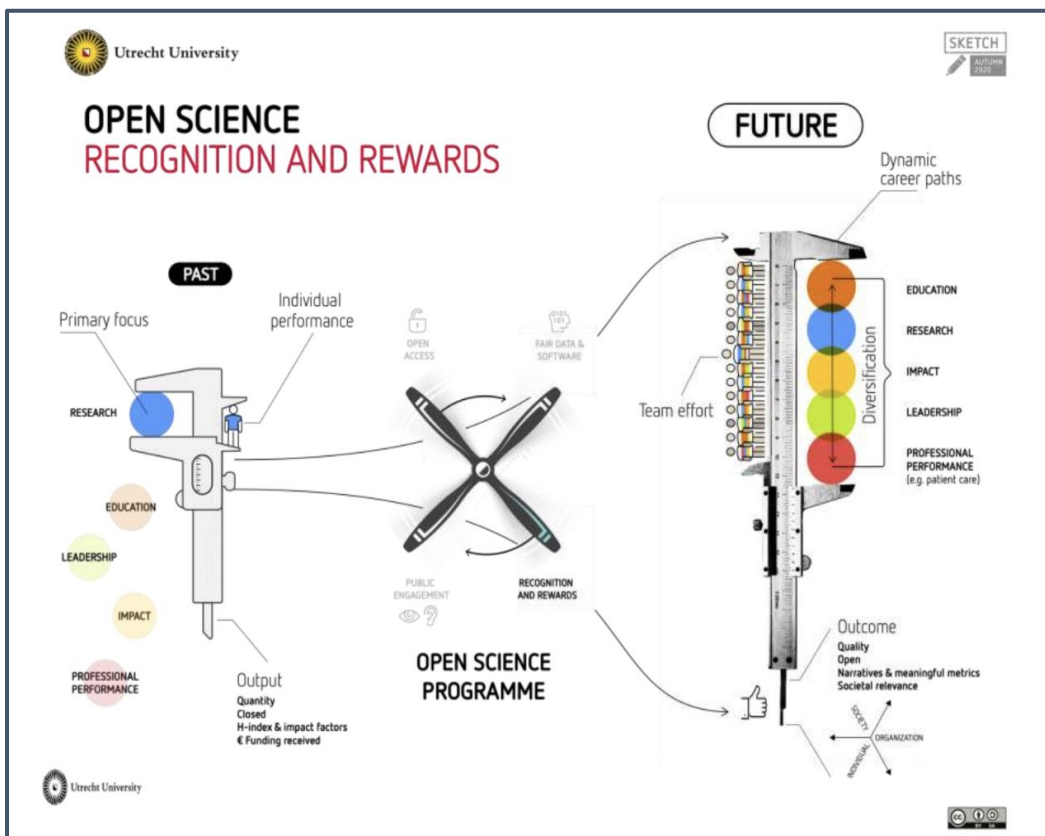
A system of recognition and rewards of academics and research that:

1. Enables the **diversification and vitalisation of career paths**, thereby promoting excellence in each of the key areas;
2. Acknowledges the **independence and individual qualities and ambitions** of academics as well as **recognising team performances**;
3. **Emphasises quality of work** over quantitative results (such as number of publications);
4. Encourages all aspects of **open science**; and
5. Encourages **high-quality academic leadership**.

## 5 aree di valutazione

- 1) Education
- 2) Research
- 3) Impact
- 4) Leadership
- 5) Professional Performance

National framework for the quality assurance of research: [Strategy Evaluation Protocol 2021 – 2027 \(SEP\)](#).



# Norwegian Career Assessment Matrix (NOR-CAM)

Personalizzazione della [OS-CAM](#)

Priorità:

- a) open science
- b) valutare e riconoscere un'ampia gamma di competenze
- c) Necessità di ridurre l'uso degli indicatori bibliometrici

## 6 principi:

1. misurare qualità e eccellenza combinando giudizio qualitativo e quantitativo
2. Riconoscere diverse competenze (ma non necessariamente in tutte le aree)
3. Valutare tutti i risultati, competenze e attività sulla base dei principi OS
4. Praticare la trasparenza nella valutazione
5. Promuovere l'equilibrio di genere e la diversità
6. Assistere nelle procedure di valutazione

**Prospettive:** "automagic CV" tool

**Valutazione qualitativa vs quantitativa**

# NOR-CAM: la matrice

1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
<b>A. Research output</b>	<ul style="list-style-type: none"><li>-Published works</li><li>-Datasets</li><li>-Software</li><li>-Methodologies</li><li>-Artistic results</li><li>-Research reports</li></ul>	CRIS systems (e.g. Cristin) and other databases	Reflection on the relevance and quality of the results. Emphasis is placed on open access to published works and other results, as well as whether the data adhere to the FAIR principles.
<b>B. Research process</b>	<ul style="list-style-type: none"><li>- Leadership and participation in research groups</li><li>-Working across disciplines</li><li>- Research integrity/RRI</li><li>- Editorial activity</li><li>- Peer reviews</li><li>- Building consortia</li><li>- External funding</li><li>- Development of research infrastructure</li><li>-Leadership and participation in clinical trials</li></ul>	CRIS systems and other databases. Narrative CV system with links to source data.	Reflection on roles and relevance. How and why various actors within and outside academia have been involved in the research process. Emphasis is placed on transparency in the research process.

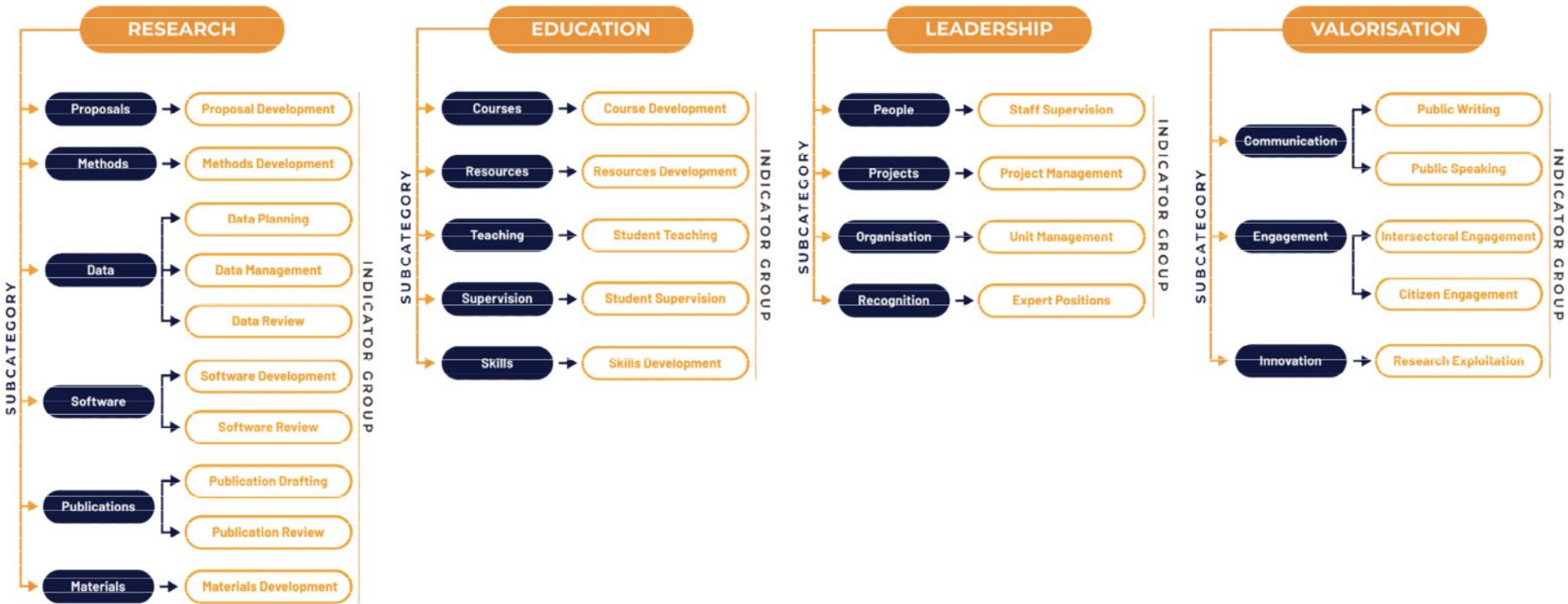
1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
<p><b>C. Pedagogical competence</b></p>	<ul style="list-style-type: none"> <li>- Planning, execution, evaluation and development of lectures and supervision of students</li> <li>- Participation in the development of educational standards in academic communities</li> <li>- Mentoring</li> <li>- Devising and sharing learning materials</li> </ul>	<p>CV system with links to source data. Institutional registration of lecturing activity. Pedagogical portfolio.</p>	<p>Reflection on formal and informal competence and experience. Emphasis is placed on open education and the sharing of educational resources.</p>

1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
<p><b>D. Impact and innovation</b></p>	<ul style="list-style-type: none"> <li>-Innovation</li> <li>-Entrepreneurship and commercialisation</li> <li>-Social innovation</li> <li>-Innovation in the public sector</li> <li>-Citizen science</li> <li>-Textbooks</li> <li>-Publishing activity</li> <li>-Research reports and studies</li> <li>-Application of research in public administration and industry</li> </ul>	<p>CRIS systems and other databases. Altmetrics. Narratives and impact stories. Patents and licences.</p>	<p>Reflection on the relevance and effects of activities for society, as well as external contributions to research. Sharing of research and educational results with the general public and others.</p>

1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
<p><b>E. Leadership</b></p>	<ul style="list-style-type: none"> <li>-Institutional and departmental leadership</li> <li>-Leadership in academic networks and projects</li> <li>-Leadership outside academia</li> <li>-Leadership in panels and other committee work</li> </ul>	<p>CV system with links to source data, CRIS systems and other databases, narratives.</p>	<p>Formal and informal leadership, reflection on roles, processes and effects. Contribution to strategies and policy development in relation to open science.</p>
<p><b>F. Other experience</b></p>	<ul style="list-style-type: none"> <li>-Experience and competence from sectors outside academia.</li> <li>-Courses and discipline-related development work.</li> </ul>	<p>CV system with links to source data.</p>	<p>Reflection on how these experiences contribute to the competence in general.</p>



# OPUS Researcher Assessment Framework



<https://opusproject.eu/opus-news/opus-research-assessment-framework-raf-changing-the-way-we-evaluate-research/>

→ Anche la **valutazione** deve avvenire in base ai principi di **qualità, impatto, diversità, collaborazione e inclusività**:  
alcuni strumenti



AGREEMENT ON REFORMING RESEARCH ASSESSMENT 20 July 2022

### Annex 4 – Toolbox: practical tools and options to consider

**Note to the Reader:** we have added the draft toolbox to enable a more comprehensive overview. However, the toolbox is subject to continuous development and will take the form of a 'living' document/webpage.

Commitment	Examples of tools to support this commitment/options to consider
Recognise the diversity of contributions to, and careers in, research in accordance with the needs and nature of the research	<ul style="list-style-type: none"> <li>Enable greater diversity in <b>career paths and profiles</b> by recognising more diverse competencies and talents<sup>5</sup></li> <li>Use approaches that allow academics to make a mark in one or more <b>key areas of study that are important to them</b>, and allow their area profile to change over the course of their career<sup>6</sup></li> <li>Use a <b>portfolio approach</b> to test competencies or progression in different domains relevant to the researcher's role<sup>7</sup></li> </ul>
Base research assessment primarily on qualitative evaluation for which peer review is central, supported by responsible use of quantitative indicators	<ul style="list-style-type: none"> <li>Consider specific actions captured under the <b>Leiden Manifesto</b><sup>8</sup></li> <li>Explore <b>options</b> for assessment; as a rule of thumb, use quantitative indicators for quantitative things (if that is what is appropriate to assess): publications, funding, citations and students, and qualitative indicators (such as case studies, narratives or statements) for qualitative things: excellence, quality, value, impact, and be very cautious about using quantitative indicators for qualitative things<sup>9</sup></li> <li>Actively engage in and learn from research on research work to develop new improved metrics, and consider appropriateness of their use</li> </ul>

<sup>5</sup> <https://www.universiteitennederland.nl/recognitionandrewards/wp-content/uploads/2019/11/Position-paper-Room-for-everyone%2080959-1ajbn.pdf>

<sup>6</sup> <https://www.universiteitennederland.nl/recognitionandrewards/wp-content/uploads/2019/11/Position-paper-Room-for-everyone%2080959-1ajbn.pdf>

<sup>7</sup> <https://embassy.science/wiki/Resource:Ca0ed587-ae0e-4259-9cc7-74de01941c01:https://assets.eur01.fscusercontent.com/5d6d4520-97db-01b7-1544-793b6d955a2d/6eb2e1cc-068a-4283-b6de-a281868b749d/Qualification-portfolio-professors-1MC%20trecht.pdf>

<sup>8</sup> <https://doi.org/10.1038/520429a>

<sup>9</sup> <https://thebitmagician.wordpress.com/2019/12/11/introducing-scope-a-process-for-evaluating-responsibly/>

# Il framework SCOPE

Principi guida:

- 1) *Valutare solo se necessario*
- 2) *Valutare con i valutati*
- 3) *Attingere alle competenze di valutazione*



## START WITH WHAT YOU VALUE

Begin evaluation by stating your personal values about the subject, avoiding external influences or relying solely on available data sources to prevent the "Streetlight Effect."



## CONTEXT CONSIDERATIONS

Consider the context in your evaluation by focusing on the specifics: identify who you are evaluating (considering entity size and discipline) and why you are conducting the evaluation.



## OPTIONS FOR EVALUATING

When evaluating, explore both quantitative and qualitative options. Exercise caution when using quantities to represent qualities.



## PROBE DEEPLY

In your evaluation, consider potential discrimination, gaming of the approach, unintended consequences, and weigh the cost-benefit.



## EVALUATE YOUR EVALUATION

Evaluate your evaluation by assessing whether it achieved its goals, considering both formative and summative aspects. Use SCOPE as a framework for evaluating your evaluation.

Fonte: <https://inorms.net/scope-framework-for-research-evaluation/>

# Open Science

An approach to the scientific process that focuses on spreading knowledge as soon as it is available using digital and collaborative technology. Expert groups, publications, news and events.

## PAGE CONTENTS

[The EU's open science policy](#)[8 ambitions of the EU's open science policy](#)[Future of open science under Horizon Europe](#)[Tracking open research trends - Open Science Monitor](#)[Documents](#)[Latest](#)[Events](#)

## The EU's open science policy

Open science is a policy priority for the European Commission and the standard method of working under its research and innovation funding programmes and improves the quality, efficiency and responsiveness of research.

When researchers share knowledge and data as early as possible in the research process with all relevant actors it helps diffuse the latest knowledge.

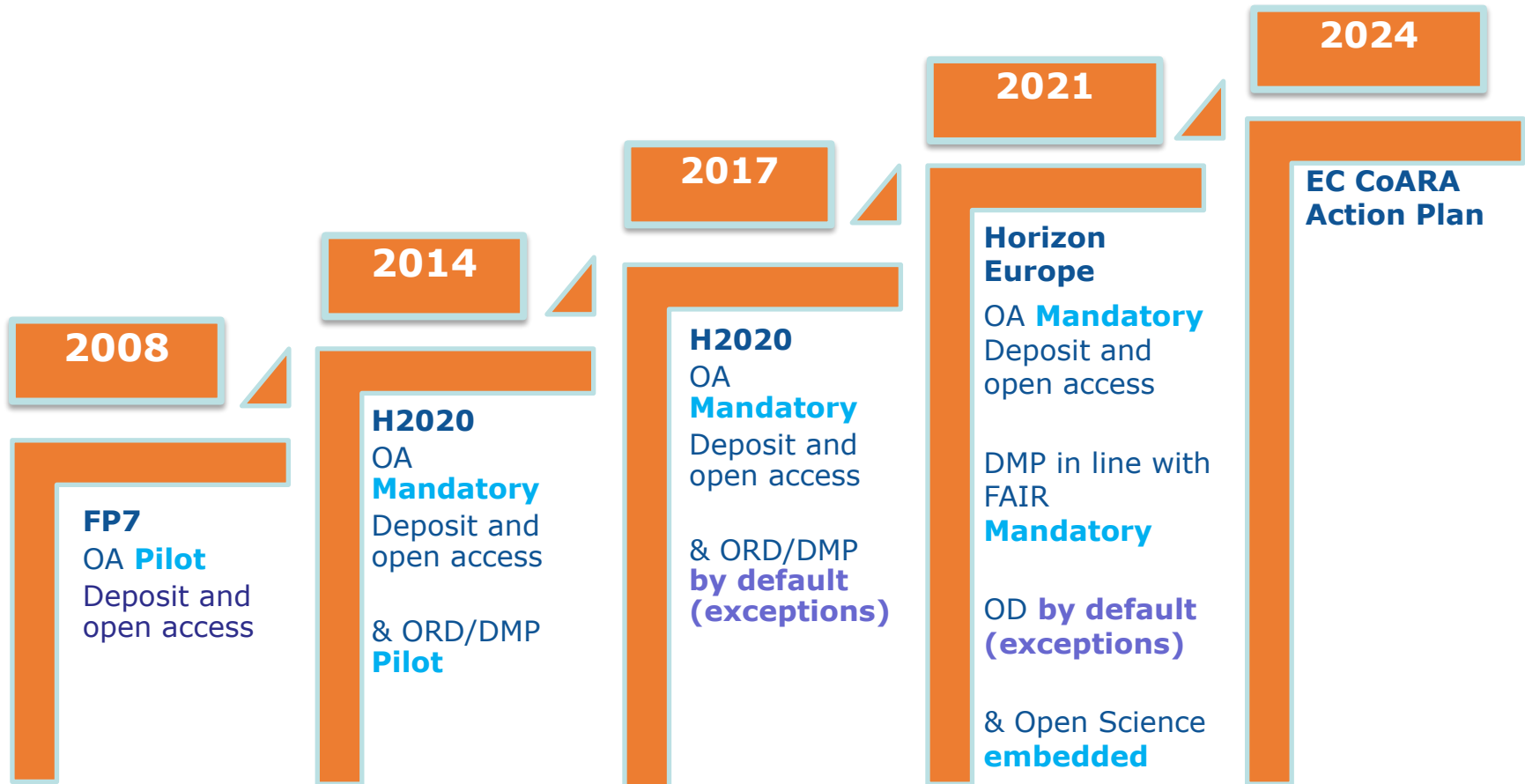
And when partners from across academia, industry, public authorities and other groups are invited to participate in the research and innovation process, creativity and trust in science increases.

That is why the Commission requires beneficiaries of research and innovation funding to make their publications available in open access and make their data as open as possible and as closed as necessary. It recognises and rewards the participation of citizens and end users.

Furthermore, the [European Open Science Cloud](#) , will enable researchers across disciplines and countries to store, curate and share data.

**l'Open  
Science in  
Horizon  
Europe**

# L'Open Science nei Framework Programme della CE



# L'Open Science in Horizon Europe

## Part A: Application form

Lista di 5 fra pubblicazioni, datasets, software, protocolli, ogni altro risultato rilevante per il progetto

- le pubblicazioni devono essere Open (NON "pubblicate", ok "depositate")
- i dataset devono essere FAIR e Open\*

\* "As open as possible, as closed as necessary"

## Part B: Project proposal - Technical description

### 1 Excellence

#### 1.1 Objectives and ambition

#### 1.2 Methodology

#### Open Science [max 1 pag.]

In che modo il progetto adotterà /adatterà le pratiche Open Science obbligatorie e raccomandate?

##### Pratiche OS obbligatorie

Open Access# per le pubblicazioni: deposito+accesso immediato

Open Access\* per i dati

Informazioni e documentazioni per validare la ricerca / per il riuso

Gestione responsabile dei dati in linea con i principi FAIR

##### Pratiche OS raccomandate

Condivisione aperta e immediata

Preregistrazione, open peer-review

Citizen science, public engagement

Gestione degli altri elementi della ricerca (oltre ai dati)

Riproducibilità

#1) pubblico in ORE-Open Research Europe

2) pubblico su rivista Open Access

3) pubblico su rivista tradizionale MA mantengo i diritti per deposito e accesso immediato

#### Research Data Management (RDM) and management of other research outputs (exc. publications) [max 1 pag.]

Come saranno gestiti i dati e altri elementi della ricerca in modo FAIR?

Dati e altri elementi...

...devono essere Findable Accessible\* Interoperable Reusable

costi e responsabilità nella gestione, deposito e conservazione dei dati

## Come applico Open Science alla proposta?



Open Science (OS) gioca un ruolo fondamentale in Horizon Europe e le pratiche Open Science sono considerate nella valutazione della proposta di progetto.

Ci sono pratiche obbligatorie (Open Access a testi e dati) e raccomandate (open peer review, preprint, pre registrazione...).

Se non fossero applicabili, occorre fornire una giustificazione solida.

### 3 Quality and efficiency of the implementation

#### 3.1 Work plan and resources

Es. Date visibilità alla gestione dei dati con specifici tasks/work packages

Includete il Data Management Plan (DMP) completo come deliverable (M6)

Includete altre attività di gestione dati/elementi e mettete a budget i costi

#### 3.2 Capacity of participants & consortium as a whole

Es. Descrivete le competenze dei partners nel fare Open Science

### 2 Impact

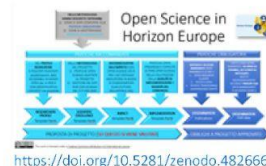
#### 2.1 Project's pathways towards impact

#### 2.2 Measures to maximize impact. Dissemination, exploitation & communication

Es. Serve solo uno schema. Fate riferimento alle pratiche Open Science descritte nella sezione Methodology (Open Access ai risultati, condivisione aperta e immediata...)

Controllate che le pratiche proposte siano compatibili con il Dissemination and exploitation plan (es. protezione della proprietà intellettuale) e con il Consortium agreement

Maggiori dettagli in Guida all'Open Science in Horizon Europe



<https://doi.org/10.5281/zenodo.4826662>



Traduzione e adattamento: Elena Giglia

# Action Plan della Commissione europea per l'applicazione dei 10 impegni dell'ARRA

Impegno 1: “ *Riconoscere la molteplicità di contributi e delle carriere nella ricerca, in accordo con i bisogni e la natura della ricerca.*”

che cosa è stato fatto	cosa resta da fare
Integrato il <b>riconoscimento di un'ampia gamma contributi e carriere di ricerca nei criteri di valutazione di HE</b> : pratiche OS embedded nella sezione Excellence, e nella sezione Implementation	Identificare <b>potenziali miglioramenti nei criteri di valutazione</b> del FP10 per riconoscere diversi contributi alla qualità e all'impatto
Integrato il <b>riconoscimento di un'ampia gamma contributi e carriere di ricerca nelle domande e nei reporting forms</b> : part A, 5 achievements, DMP	Identificare <b>potenziali miglioramenti per l'info richiesta ai partecipanti</b>
GEP	Identificare <b>potenziali miglioramenti per i reporting form</b>
ORE	ORE → ampliamento e open source

## Impegno 2: “ **Riconoscere la molteplicità di contributi e delle carriere nella ricerca, in accordo con i bisogni e la natura della ricerca**”

che cosa è stato fatto	cosa resta da fare
Uso di “ <b>robust peer review</b> ” per la valutazione dei progetti	Identificare potenziali miglioramenti per la selezione dei peer-reviewer
Attenzione alla composizione delle commissioni	Considerare <b>iniziative pilota</b> per procedure di valutazione innovative

## Impegno 3: “ **Abbandonare l’uso inappropriato di metriche basate su articoli e riviste**”

che cosa è stato fatto	cosa resta da fare
Sottoscrizione di DORA	Miglioramento dei Key Impact Pathway
Abbandono del JIF (section 3: Implementation)	
Linee guida per i valutatori includono l'abbandono del JIF	
ORE: article-level metrics	



## Impegni 5-10

che cosa è stato fatto	cosa resta da fare
Costituzione e supporto a CoARA	CoARA support
revisione di criteri, strumenti e processi per FP10	Nuovi progetti da finanziare
Formazione e awareness	Migliorare training e guidance ai peer-reviewer
CoARA WG su research proposals	G7 OSWG co-chairing
Progetti finanziati: PathOS, <b>GraspOS</b> , OPUS, SciLake	Global Research Council WG
	EOSC
	Citizen science
	Aggiornamento dell'AP
	Mappatura dell'esistente

# I curriculum narrativi

## Alcuni esempi:

- 1) [Résumé for researchers](#) della Royal Society
- 2) La riforma delle progressioni di carriera al CNRS
- 3) [Narrative CV](#) del Dutch Research Council (NWO)

+

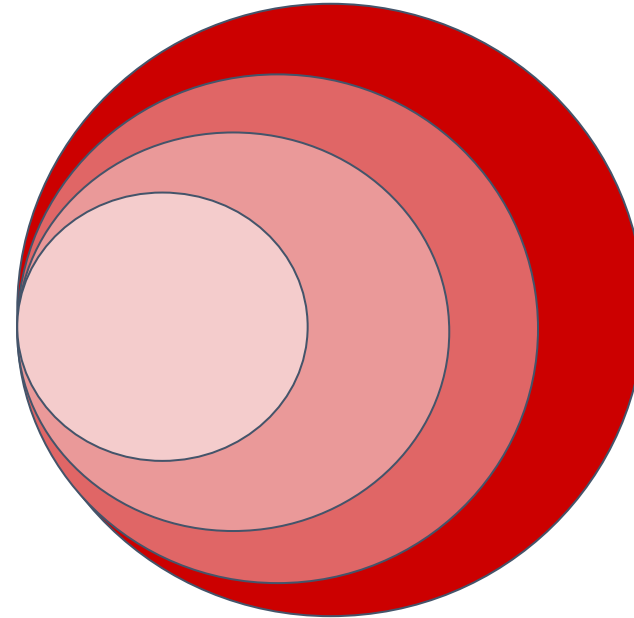
- 4) [Narrative-style CV](#) of the Luxembourg National Research Fund (FNR).
- 5) [Résumé for Research & Innovation](#) of the UK Research and Innovation (UKRI)
- 6) [Career Track CV](#) of the Irish Health Research Board
- 7) [SciCV](#) of the Swiss National Science Foundation (SNSF)
- 8) [Guidance on Narrative CVs](#) of Science Foundation Ireland (SFI)

## Strumenti:

<https://pep-cv.mariecuriealumni.eu/>

## Struttura:

1. Contributo alla creazione di nuova conoscenza
2. Contributo alla formazione di ricercatori
3. Contributo alla comunità di ricerca
4. Contributo alla società



formazione e  
percorso  
professionale



# Résumé for Researchers

Below is the suggested structure for the Résumé for Researchers tool.

## Personal details

*Provide your personal details, your education, key qualifications and relevant positions you have held.*

### Explain:

Communication,  
fundings, output  
selection, explaining  
why they are relevant.



Include their DOI when  
available

## Module 1 – How have you contributed to the generation of knowledge?

*This module can be used to explain how you have contributed to the generation of new ideas and hypotheses and which key skills you have used to develop ideas and test hypotheses. It can be used to highlight how you have communicated on your ideas and research results, both written and verbally, the funding you have won and any awards that you have received. It can include a small selection of outputs, with a description of why they are of particular relevance and why they are considered in the context of knowledge generation. Outputs can include open data sets, software, publications, commercial, entrepreneurial or industrial products, clinical practice developments, educational products, policy publications, evidence synthesis pieces and conference publications that you have generated. Where outputs have a DOI please only include this.*

### Explain:

Team development  
and early career  
researcher  
supervision/training;



Collaborations

## Module 2 – How have you contributed to the development of individuals?

*This module can be used to highlight expertise you provided which was critical to the success of a team or team members including project management, collaborative contributions, and team support. It can include your teaching activities, workshops or summer schools in which you were involved (for undergrads, grads and post-grads as well as junior colleagues), and the supervision of students and colleagues. It can be used to mention mentoring of members in your field and support you provided to the advancement of colleagues, be it junior or senior. It can be used to highlight the establishment of collaborations, from institutional (maybe interdisciplinary) to international. It can be used to describe where you exerted strategic leadership, how you shaped the direction of a team, organisation, company or institution.*

### Module 3 – How have you contributed to the wider research community?


*This module can include various activities you have engaged in to progress the research community. It can be used to mention commitments including editing, reviewing, refereeing, committee work and your contributions to the evaluation of researchers and research projects. It can be used to mention the organisation of events that have benefited your research community. It can highlight contributions to increasing research integrity, and improving research culture (gender equality, diversity, mobility of researchers, reward and recognition of researchers' various activities). It can be used to mention appointments to positions of responsibility such as committee membership and corporate roles within your department, institution or organisation, and recognition by invitation within your sector.*



Explain:  
Peer-reviewing;  
committee  
membership  
(engagement  
with the  
scientific  
community)

### Module 4 – How have you contributed to broader society?

*This module can include examples of societal engagement and knowledge exchange. It can include engagement with industry and the private sector. It can be used to mention engagement with the public sector, clients and the broader public. It can be used to highlight positive stakeholder feedback, inclusion of patients in processes and clinical trials, and other impacts across research, policy, practice and business. It can be used to mention efforts to collaborate with particular societal or patient groups. It can be used to highlight efforts to advise policy-makers at local, national or international level and provide information through the press and on social media.*



Explain:  
Societal  
engagement at  
different levels

## CNRS: progressioni di carriera

Principali cambiamenti che il CNRS ha proposto negli ultimi 4 anni per la valutazione individuale:

1. Sono i **risultati stessi che devono essere valutati**, non il fatto che siano stati pubblicati su una rivista prestigiosa o su altri mezzi di comunicazione noti.
2. Per ogni prodotto citato nel dossier di valutazione, il ricercatore deve **spiegare** l'obiettivo, l'impatto e il contributo individuale. Non è necessario fornire un elenco completo dei prodotti.
3. **Tutti i tipi di prodotto** sono valutabili: dati, software, preprint, data papers, ...
4. Tutti i prodotti citati nei file di valutazione devono essere **accessibili** in HAL o eventualmente in un altro archivio aperto.

Posizionamento su 4 aree con "pesi"

## Narrative CV of the Dutch Research Council (NWO)

Il CV narrativo si compone di due parti:

- Il profilo accademico (narrativo)
- Risultati principali

La sezione dei risultati principali si concentra sulle prestazioni passate del candidato:

- Viene utilizzata una definizione ampia di "risultati". Si utilizza una definizione ampia di "**output**", che comprende non solo gli articoli scientifici, ma anche altri output, come set di dati, brevetti e software.
- Il **numero di pubblicazioni è stato ridotto a 10**, per sottolineare che la NWO dà più importanza alla qualità che alla quantità.
- Un'attenzione particolare è rivolta all'**Open Science**, chiedendo ai candidati di indicare quali dei loro risultati sono disponibili in forma aperta.

Il CV narrativo è stato introdotto come pilot nel Veni (parte del Programma Talenti del NWO) e viene gradualmente adottato in altri strumenti di finanziamento del NWO.

**Grazie per l'attenzione!**



**Academic assessment:** “The entire catalog of methods that are used to evaluate the outputs and impacts of academic activities for the purposes of recruitment and career progression (...), the performance of academic units, and applications for funding within institutional or national systems. While discussions on responsible practices were initially limited to “research” assessment, the scope of the debate has since been broadened to include the incentives and rewards available for all academic activities, i.e., education, research, and innovation in service to society”. ([Reimagining academic career assessment: Stories of innovation and change](#), January 2021)

**Open science:** “Open science is defined as an inclusive construct that combines various movements and practices aiming to make multilingual scientific knowledge openly available, accessible and reusable for everyone, to increase scientific collaborations and sharing of information for the benefits of science and society, and to open the processes of scientific knowledge creation, evaluation and communication to societal actors beyond the traditional scientific community. It comprises all scientific disciplines and aspects of scholarly practices, including basic and applied sciences, natural and social sciences and the humanities, and it builds on the following key pillars: open scientific knowledge, open science infrastructures, science communication, open engagement of societal actors and open dialogue with other knowledge systems”. ([UNESCO recommendation on open science](#), November 2021)

**Research assessment:** The processes to “decide on the career progression of individual researchers, on the allocation of funding to research proposals, or to evaluate the performance of research institutes and universities”. ([Science Europe position statement and recommendations on research assessment processes](#), July 2020)

**Responsible research assessment:** “An umbrella term for approaches to assessment which incentivise, reflect and reward the plural characteristics of high-quality research, in support of diverse and inclusive research cultures”. ([The changing role of funders in responsible research assessment: progress, obstacles & the way ahead](#), November 2020)

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Di Donato, F. (2024). What we talk about when we talk about research quality. A discussion on responsible research assessment and Open Science. Bollettino Telematico Di Filosofia Politica. <https://doi.org/10.5281/zenodo.10890788>

## Agreement on Reforming Research Assessment

EC, Towards a reform of the research assessment system, Scoping report, 29 novembre 2021.

European Commission proposal COM(2021) 407 of 16 July 2021 for a Council Recommendation on a “*Pact for Research and Innovation in Europe*”

[https://ec.europa.eu/info/sites/default/files/research\\_and\\_innovation/strategy\\_on\\_research\\_and\\_innovation/documents/ec\\_rt\\_d\\_pact-for-research-and-innovation.pdf](https://ec.europa.eu/info/sites/default/files/research_and_innovation/strategy_on_research_and_innovation/documents/ec_rt_d_pact-for-research-and-innovation.pdf)

Council conclusions (adopted on 17/05/2021) on “*the European Universities initiative - Bridging higher education, research, innovation and society: Paving the way for a new dimension in European higher education*”

[https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52021XG0610\(02\)&from=EN](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52021XG0610(02)&from=EN)

European Commission Recommendation (EU) 2018/790 of 25 April 2018 on “*Access to and preservation of scientific information*”

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32018H0790>

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<https://www.scienceeurope.org/media/3twjxim0/se-position-statement-research-assessment-processes.pdf>

European Commission Communication COM(2020) 628 of 30 September 2020 on "*A new European Research Area for Research and Innovation*" <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A52020DC0628&qid=1614808291158>

Council conclusions (adopted on 01/12/2020) on "*The New European Research Area*"  
<https://data.consilium.europa.eu/doc/document/ST-13567-2020-INIT/en/pdf>

Council Recommendation of 26/11/2021 on a "*Pact for Research and Innovation in Europe*"

Council conclusions (adopted on 26/11/2021) on "*the future governance of the European Research Area*"

Council conclusions (adopted on 28/05/2021) on "*Deepening the European Research Area: Providing researchers with attractive and sustainable careers and working conditions and making brain circulation a reality*"  
<https://data.consilium.europa.eu/doc/document/ST-9138-2021-INIT/en/pdf>

Unesco recommendation on Open Science (2021)

G7 Recommendations, Sendai maggio 2023

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European Commission expert group report (2019) "*Indicator frameworks for fostering open knowledge practices in science and scholarship*" <https://doi.org/10.2777/445286>

European Commission high-level advisory group report (2020) "*Progress on open science: Towards a shared research knowledge system. Final report of the Open Science Policy Platform*". <https://doi.org/10.2777/00139>

[Evaluation of research careers fully acknowledging Open Science practices. Rewards, incentives and/or recognition for researchers practicing Open Science \(2017\)](#)

[Next generation metrics: responsible metrics and evaluation for open science \(2017\)](#)

European Commission, Directorate-General for Research and Innovation, [Indicator frameworks for fostering open knowledge practices in science and scholarship \(2019\)](#)

DORA, [Guidance on the responsible use of quantitative indicators in research assessment \(2024\)](#)

LERU, [Next Generation Metrics for Scientific and Scholarly Research in Europe \(2024\)](#)

Position paper: [Room for everyone's talent](#)


[NOR-CAM – A toolbox for recognition and rewards in academic careers](#)

Giglia E., Guida all'Open Science in Horizon Europe, DOI [10.5281/zenodo.4826662](https://doi.org/10.5281/zenodo.4826662)

[SCOPE Framework for Research Evaluation](#)

[Action Plan by the Commission to implement the ten commitments of the Agreement on Reforming Research Assessment \(ARRA\)](#)

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Assessment: che cosa cambia?. Zenodo.  
<https://doi.org/10.5281/zenodo.11162557>

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**10/05/2024**