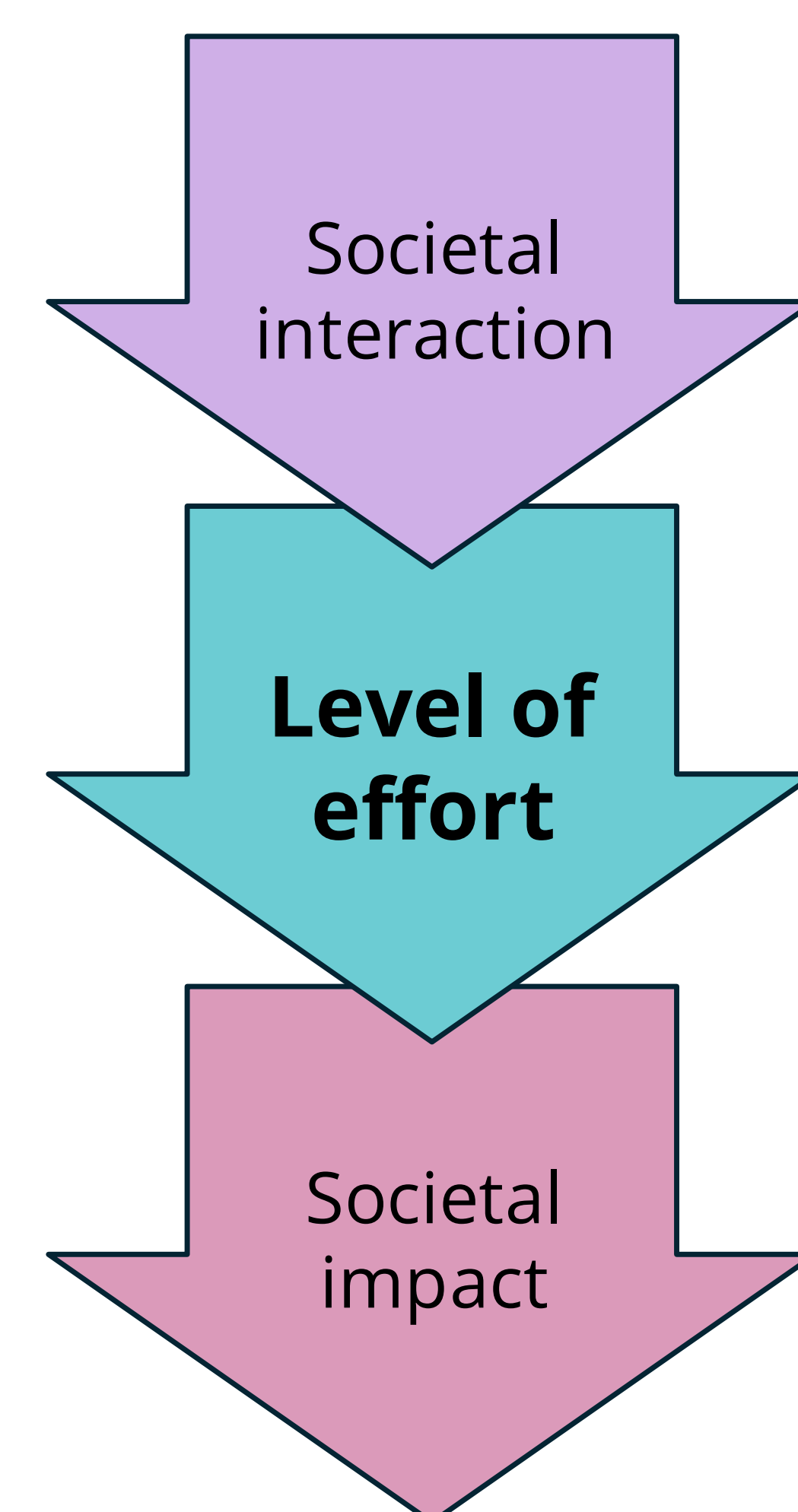


Hybrid Indicator for Responsible Research Assessment and Open Science Evaluation

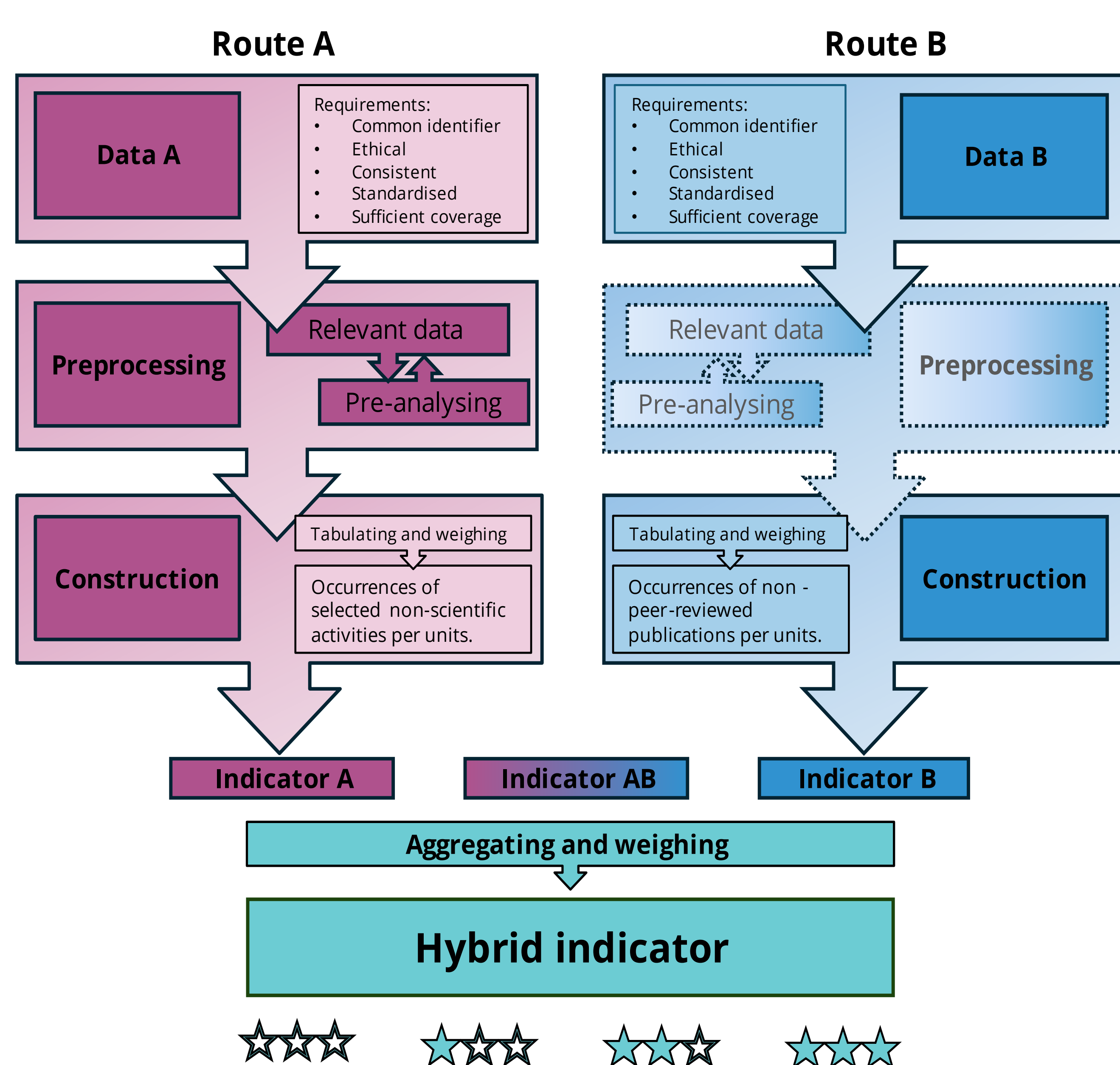
Why explore CRIS data in a new way?

Higher education institutions are expected to interact with the surrounding society and promote the societal impact of research; nevertheless, it is difficult to quantify this impact^{1,2}. The SIAMPI project² identified three categories of interactions that are involved in the impact: 1) direct interactions between people, 2) indirect interactions through physical objects such as publications, and 3) financial interactions such as research contracts and grants.

Despite challenges of assessing societal impact, there is an urgent need to explore and develop novel assessment metrics. To acknowledge the level of effort in achieving societal impact, novel indicators that consider the diverse encounters of science and society must be discovered. In our case, we analysed CRIS data on research activities and suggest indicators that make a university's efforts on societal activities visible.



Hybrid indicator shows the level of effort to achieve societal impact



We suggest two paths original CRIS datasets could be curated to compose the final hybrid indicator. Our unit is a field of science which is a common identifier in both datasets.

- **Route A** is for institutional datasets containing societal activities of researchers such as presentations and consulting.
- **Route B** is for datasets of popularised publications for general public.

Indicators A, AB, and B represent normalized values of activities' occurrences for each field of science. Hybrid indicator is a set derived from each disciplines' numerical values: no stars refer to no effort and three stars refer to significant effort.

References

- ¹ Brenninkmeijer J. Achieving societal and academic impacts of research: A comparison of networks, values, and strategies. *Science and Public Policy*. 2022 Oct 17;49(5):728–38.
² Spaapen J, Van Drooge L. Introducing “productive interactions” in social impact assessment. *Research Evaluation*. 2011 Sep 1;20(3):211–8.

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