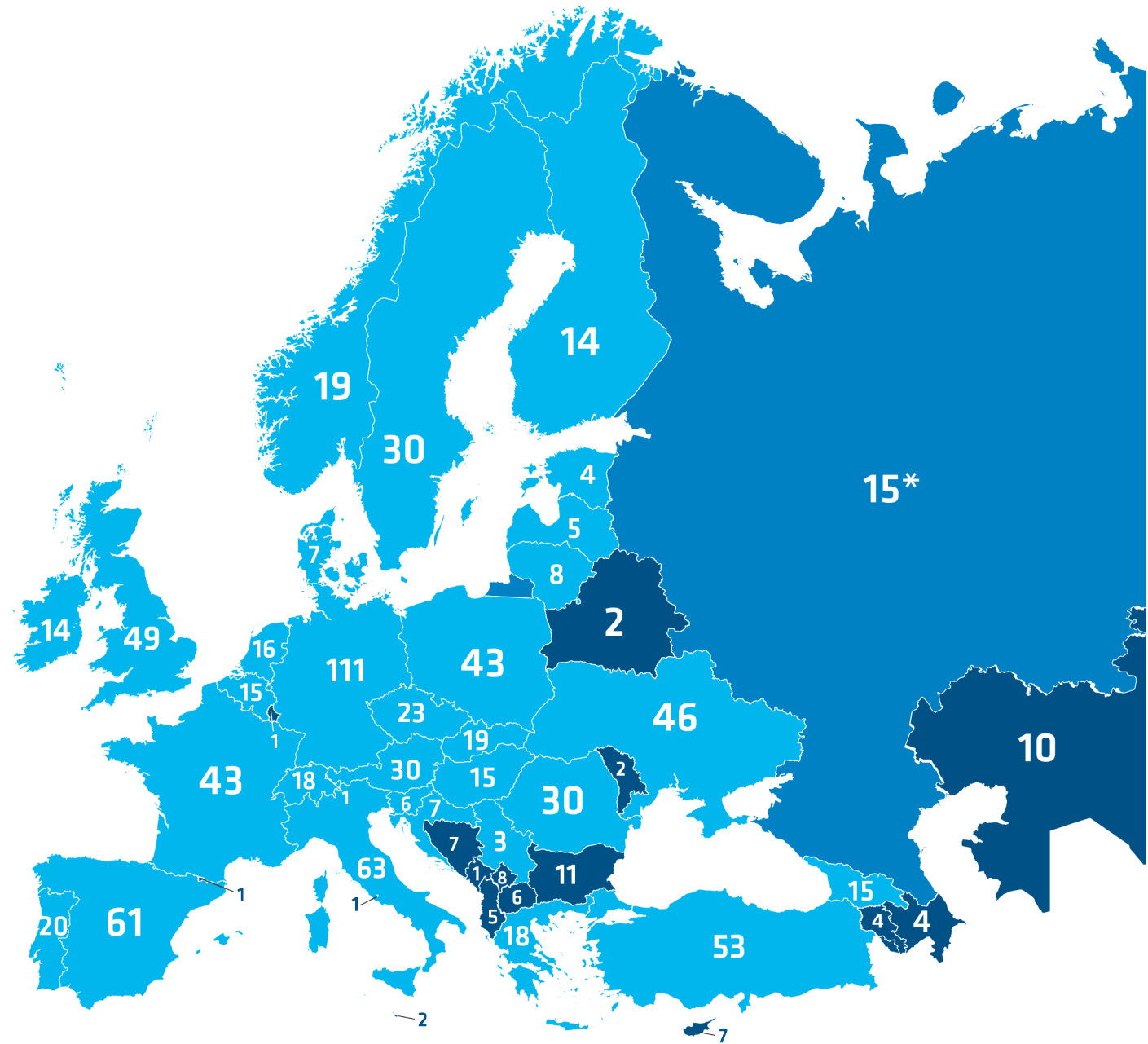# Advancing open science and research assessment

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Adviser for Research & Innovation

22 January 2025

EUA has 888 members based in 52 countries
(as of 31 January 2024)

Countries with EUA collective members

Countries with no EUA collective members

* Following a statement by the Russian Union of Rectors (RUR) supporting the invasion of Ukraine, EUA suspended Russian member universities whose leaders signed the statement.

EUA and Open Science

- Since 2014, EUA has been actively supporting universities in the transition to Open Science, through evidence-based policy making and regular consultations with its members.

- EUA takes a holistic approach to Open Science in line with the UNESCO Recommendation on Open Science.

- As laid out in the EUA Open Science Agenda 2025, the Association has three key priority areas in Open Science:
  1. Universal and perpetual Open Access to scholarly outputs, in a just scholarly publishing ecosystem.
  2. Findable, Accessible, Interoperable and Reusable (FAIR) research data.
  3. Institutional approaches to research assessment.

By 2025, Europe's universities will be part of a scholarly ecosystem characterised by:

Priority area #1
Open Access

Priority area #2
FAIR research data

Priority area #3
Research assesment

# EUA reports on Open Science in European universities

- EUA 2020-2021 Open Science survey report

- Three follow-up reports:
  - A closer look at Open Access to research publications in European universities
  - Open Science in university approaches to academic assessment
  - A closer look at research data practices in European universities

- 272 valid responses from institutions in 36 European countries.

Gap between strategic importance and implementation

Figure 2 – Importance and implementation of various areas of Open Science
Number of respondents: 265-270/272.
Note: scores represent mean values. Higher values indicate a higher level of importance or implementation. Data from the 2020-2021 EUA Open Science Survey report.

Source: EUA 2020-2021 Open Science survey report

Open Science is given limited consideration in university approaches to academic assessment.
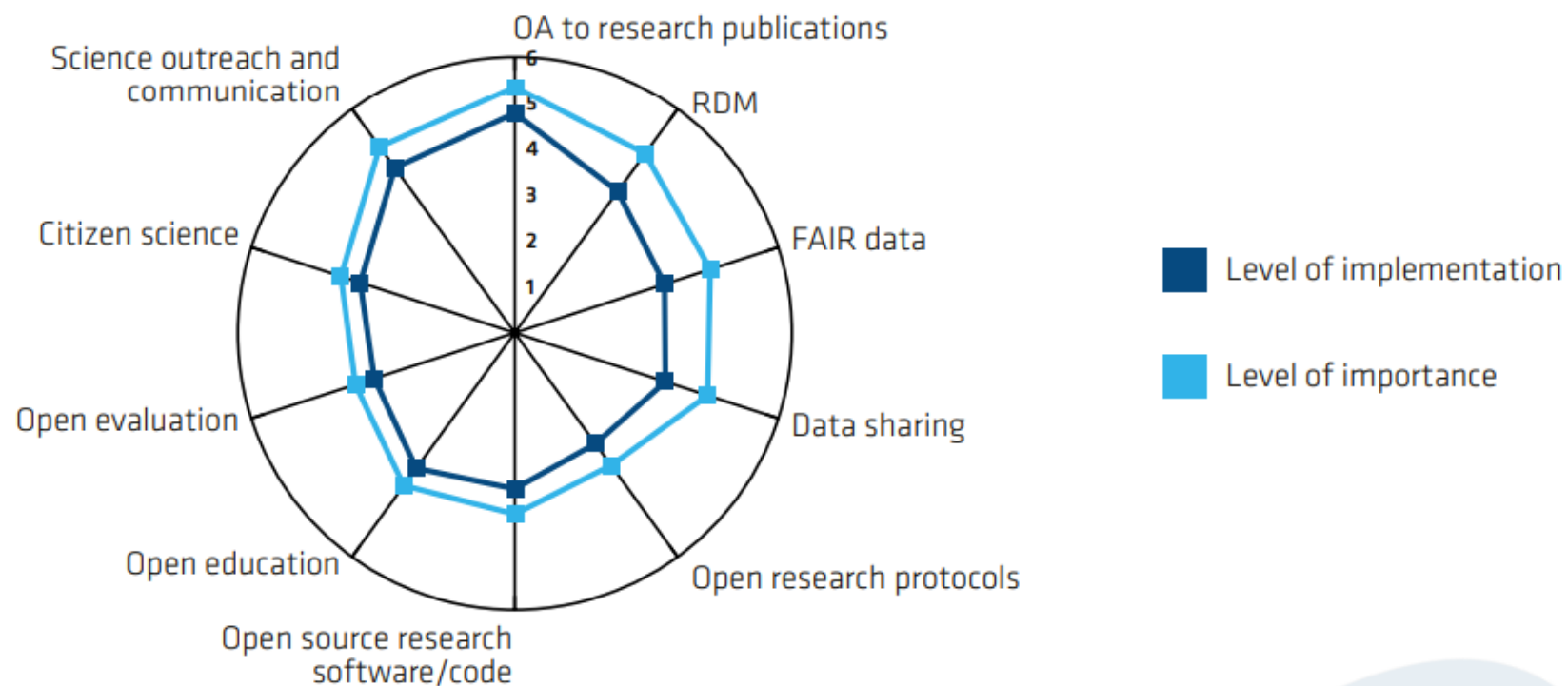
Source: Open Science in university approaches to academic assessment

Open Science and Open
Access are not commonly
included in academic
assessment approaches.

# AN URGENT NEED TO REFORM EXISTING WAYS OF ASSESSING RESEARCH

Assessment processes relying predominantly on journal- and publication-based metrics **can be a hurdle to the recognition of diverse contributions and may negatively affect the quality and impact of research**.

They also contribute to an **unhealthy research culture** and an **unaffordable publication system**.

CoARA

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.

- Coalition of over 700 members.

- Coara.eu

AGREEMENT ON REFORMING RESEARCH ASSESSMENT

20 July 2022
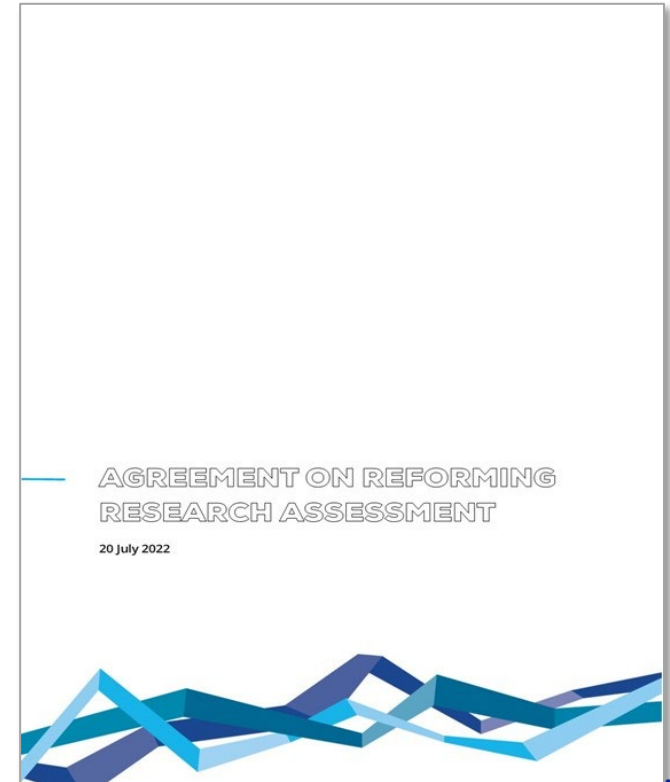
CoARA

CoARA Working Group on Reforming Academic Career Assessment

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.

CoARA

Survey: background information

Data collection: 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.

CoARA

Motivations for engaging in ACA reform

1. Offering a more diversified, fair set of evaluation criteria, encompassing multifaceted academic work
- Assessment
- Evaluation

2. Establishing transparent practices of assessment and career progression
- Career

3. Guaranteeing high research quality
- Quality

4. Embedding open science principles
- Open Science

5. Considering staff wellbeing
- Well-being/development
- Diversity

6. Making the organisation an attractive employer
- Recruitment

7. Alignment with National/International regulations
- National/International standards, regulations, norms, rules, agreement

"Considering a wider range of scientific contributions and activity types when evaluating the performance of academic staff (…) Encouraging more diversity amongst scientists to create a more inclusive and equitable environment."

"Recruitment procedures must be more transparent to avoid mistrust"

"Different academic disciplines as well as different levels of career stages require a more customized career assessment procedure"

"be an attractive employer offering modern career opportunities".

CoARA

Source: WG ACA survey results

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Activities considered in ACA

Legend:
- Currently (before reform)
- After reform

Radar chart axes: Research, Innovation/knowledge transfer, Education, Supervision, Leadership, Societal impact, Science communication and outreach

Scale: 1, 1.5, 2, 2.5, 3, 3.5, 4, 4.5, 5

Number of respondents174-185/192. Average importance (1= very low importance; 5= very high importance)

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Indicators for assessing academic careers

Source: WG ACA survey results

CoARA

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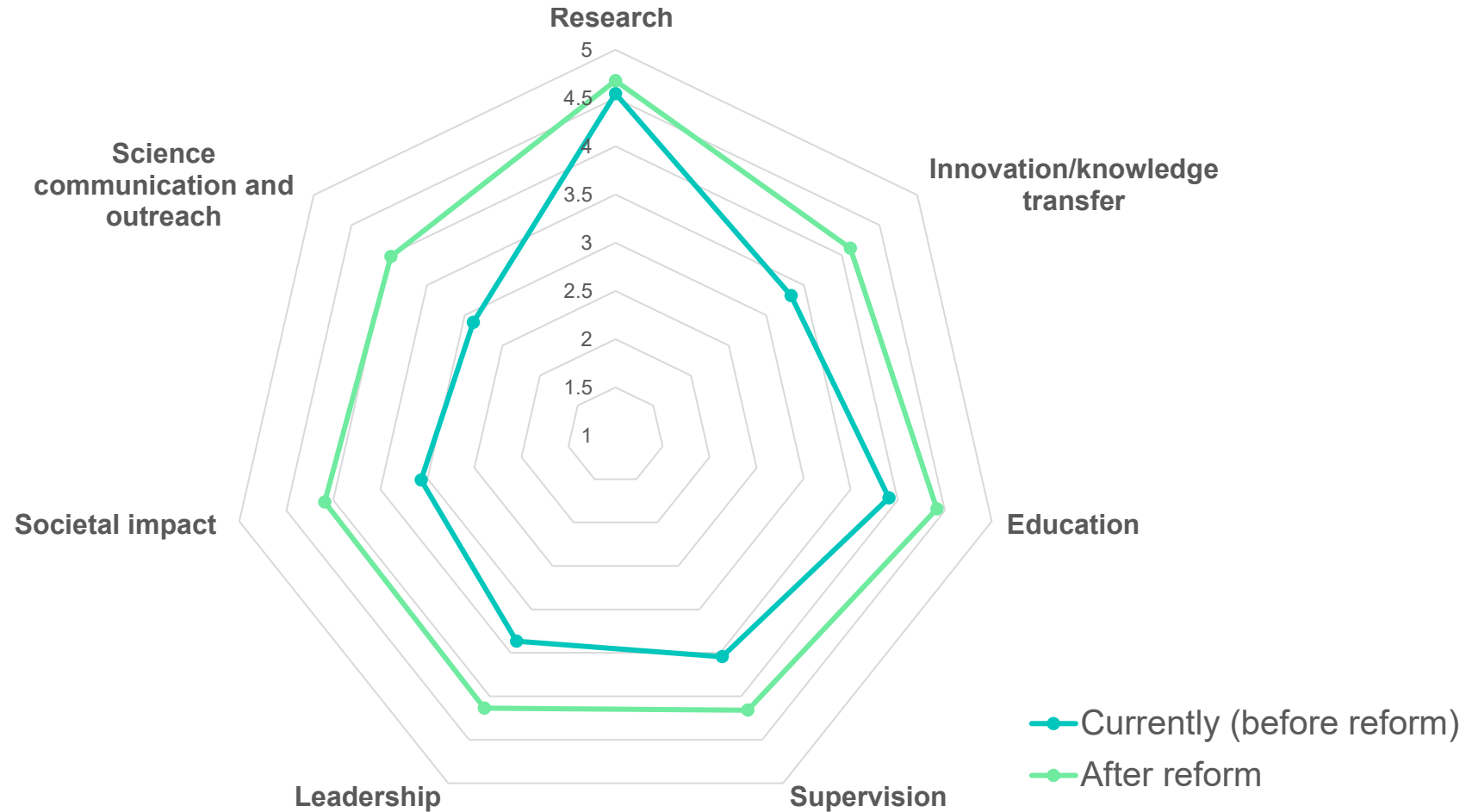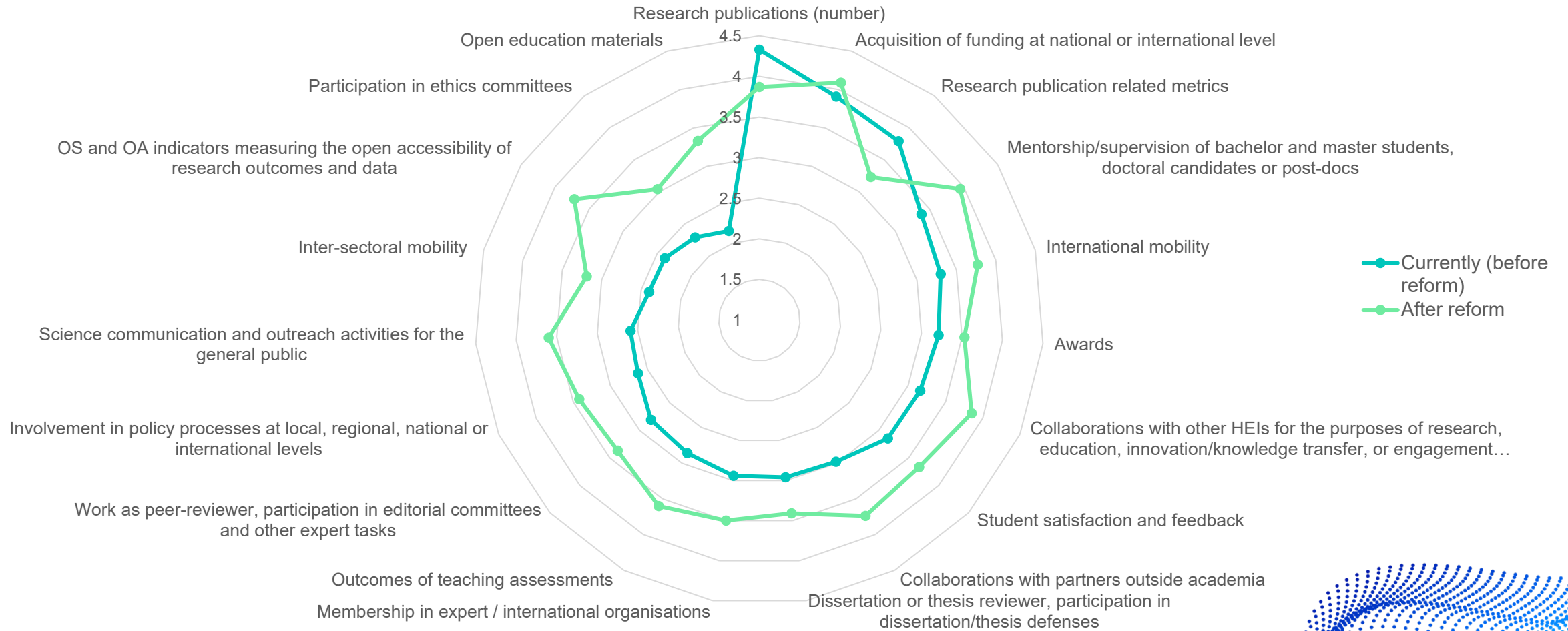
Indicators for assessing academic careers

Importance decrease after reform

Largest importance increase after reform

Research publications (number)

Open education materials

Participation in ethics committees

Acquisition of funding at national or international level

Research publication related metrics

OS and OA indicators measuring the open accessibility of research outcomes and data

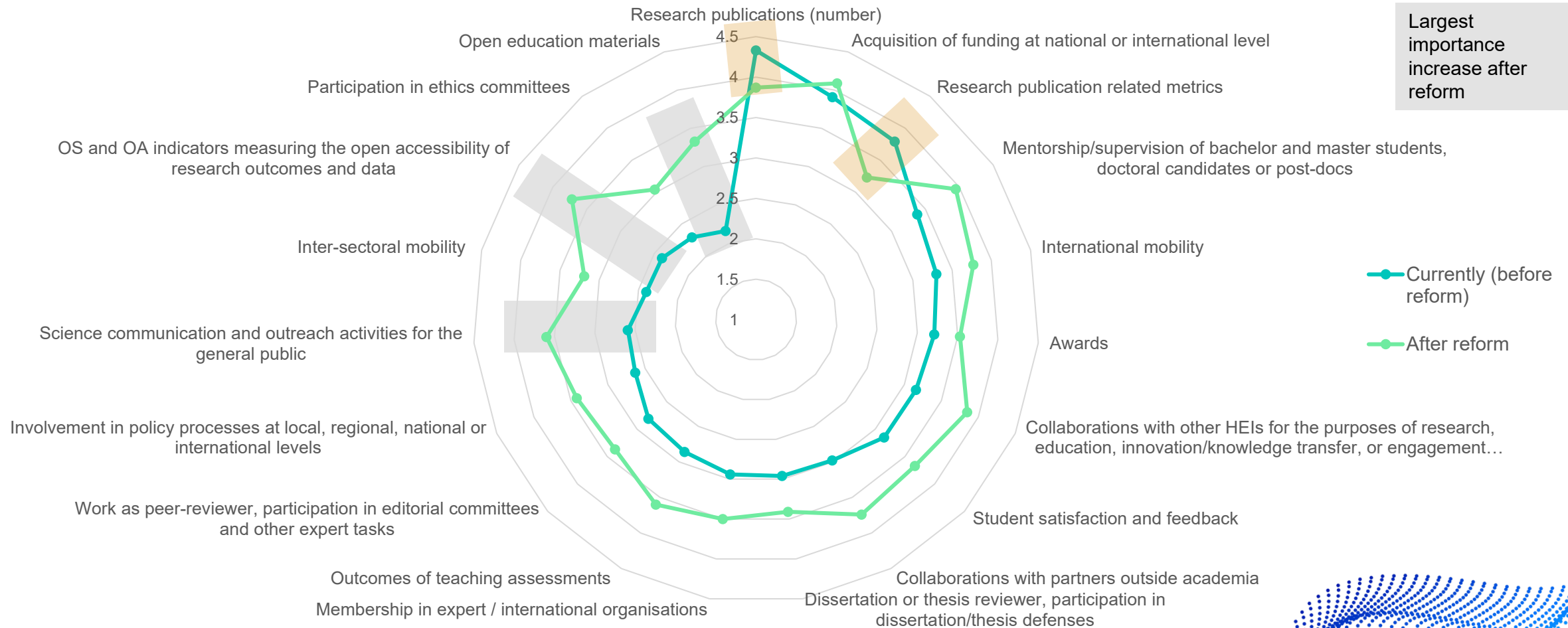Mentorship/supervision of bachelor and master students, doctoral candidates or post-docs

Inter-sectoral mobility

International mobility

Science communication and outreach activities for the general public

Awards

— Currently (before reform)

— After reform

Involvement in policy processes at local, regional, national or international levels

Collaborations with other HEIs for the purposes of research, education, innovation/knowledge transfer, or engagement…

Work as peer-reviewer, participation in editorial committees and other expert tasks

Student satisfaction and feedback

Outcomes of teaching assessments

Collaborations with partners outside academia

Membership in expert / international organisations

Dissertation or thesis reviewer, participation in dissertation/thesis defenses

Source: WG ACA survey results

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Additional materials:

- WG ACA:
  - Survey results: https://zenodo.org/records/14548157
  - Case studies: https://zenodo.org/records/14548013
  - Lessons learned: https://zenodo.org/records/14548106

CoARA

Thank you for your attention

www.eua.eu