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Research Assessment Reforms – Looking Backward and Ahead

Alex Rushforth, CWTS, Leiden University

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Universiteit Leiden

Overview of talk

- Long march of research assessment reform movements
- Open research meets research assessment reforms
- Some reflections on implementing assessment reforms in universities

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i. Research Assessment Reform Movements

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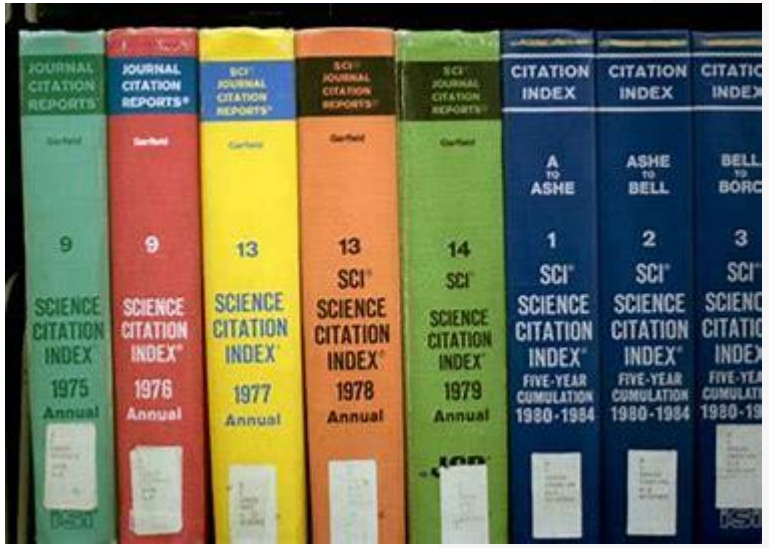
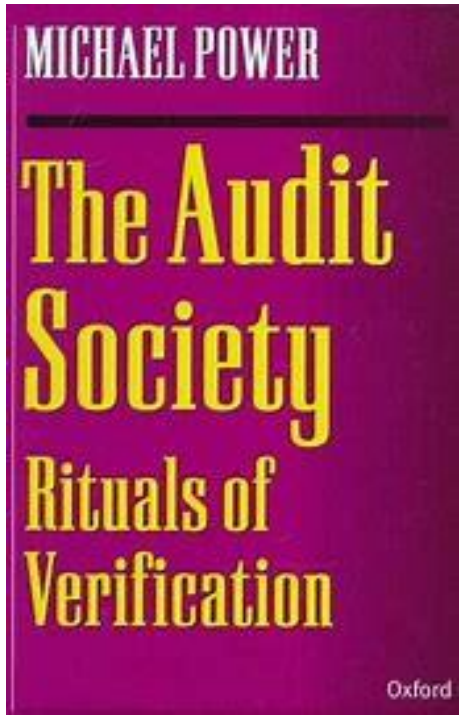
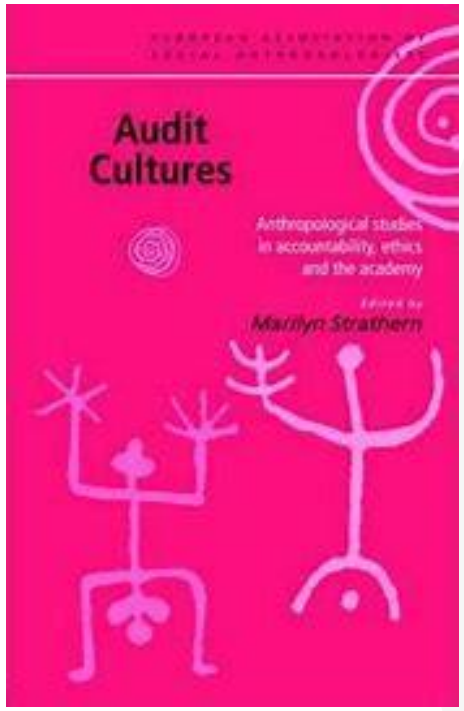
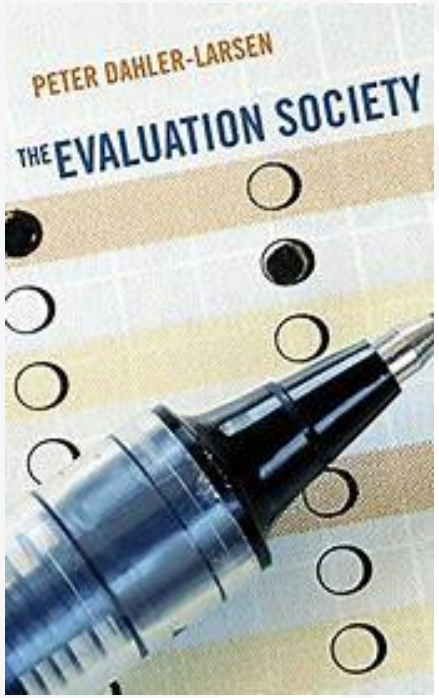
Have we been here before?

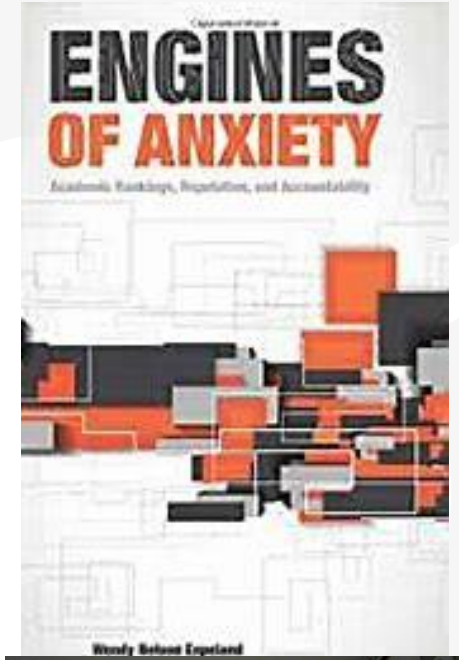


Rise of auditing and measurement









Science ‘gone wrong’

theguardian
Winner of the Pulitzer prize

home › science | UK | election | world | sport | football | opinion | culture | econ | all

Peer review and scientific publishing

Nobel winner declares boycott of top science journals

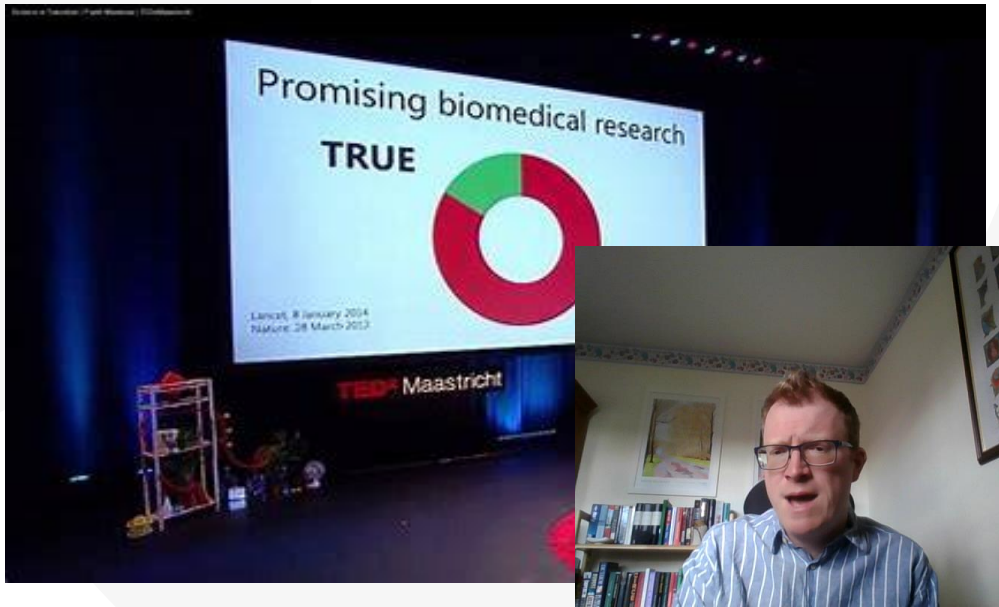
Randy Schekman says his lab will no longer send papers to Nature, Cell and Science as they distort scientific process

science in transition

Rescuing US biomedical research from its systemic flaws

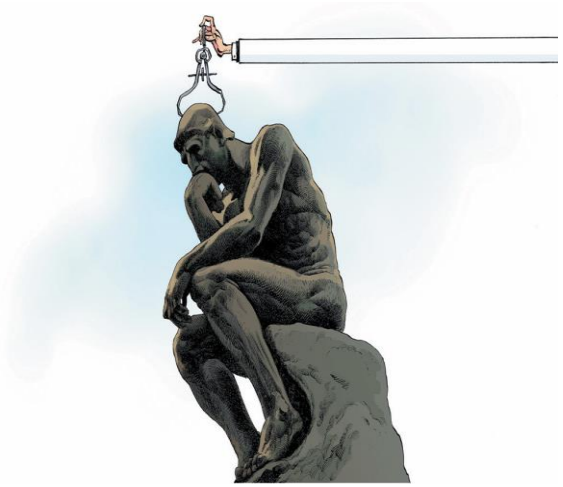
Bruce Alberts[a], Marc W. Kirschner[b], Shirley Tilghman[c,1], and Harold Varmus[d]

[a]Department of Biophysics and Biochemistry, University of California, San Francisco, CA 94158; [b]Department of Systems Biology, Harvard Medical School, Boston, MA 02115; [c]Department of Molecular Biology, Princeton University, Princeton, NJ 08540; and [d]National Cancer Institute, Bethesda, MD 20892



2010s

San Francisco DORA
Declaration on Research Assessment



The Leiden Manifesto for research metrics

Use these ten principles to guide research evaluation, urge **Diana Hicks, Paul Wouters** and colleagues.

A Pathway towards Multidimensional Academic Careers

A LERU Framework for the Assessment of Researchers

SCIENCE EUROPE
Shaping the future of research

RESEARCH CULTURE
Empowering researchers with a thriving research system integrated in society

MAKING FAIReR ASSESSMENTS POSSIBLE

European Commission

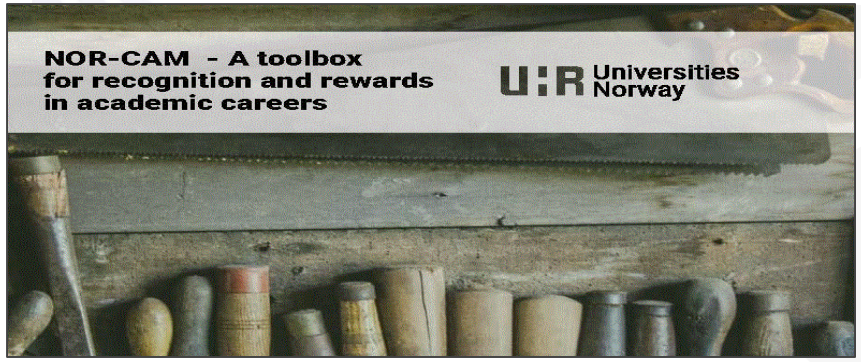
Towards a reform of the research assessment system

Scoping Report

European Commission

Evaluation of Research Careers fully acknowledging Open Science Practices

Rewards, incentives and/or recognition for researchers practicing Open Science



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Responsible assessment and open research

- The disincentive problem
- “Policies to promote Open Science should include incentives and not just mandates” (Carlos Moedas 2017)
- “Researchers advance in their career through assessment and this is the key factor to ensure that Open Science becomes mainstream. The exclusive use of bibliometric parameters as proxies for excellence in assessment by most funding agencies and universities/research organisations does not facilitate Open Science. Researchers’ engagement in Open Science will increase through encouragement and incentives from employers and funders through assessment.” (*Source: Evaluation of Research Careers fully acknowledging Open Science Practices, Page 5*).
- “We… strongly believe that current metrics may act as perverse incentives in the assessment of researchers… [and] the principles outlined in this essay focus specifically on the undermining effect on research integrity.” (*Source:: Moher D, Bouter L, Kleinert S, Glasziou P, Sham MH, Barbour V, et al. (2020) The Hong Kong Principles for assessing researchers: Fostering research integrity. PLoS Biol 18(7): e3000737. https://doi.org/10.1371/journal.pbio.300073*

Responsible assessment and open research

Assessments as an instrument to enact change in openness practices?

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How does openness relate to quality and impact?

- “Openness cannot replace citedness” (Elizabeth Gadd)
- Incentives are complex!
- Beyond incentives?

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Recent natural experiment - Norway

- Nor-Cam, modelled on OS-Cam
- Toolbox for recognition and rewards in academic careers in support of Open Science
- Norwegian Universities have agreed to implement Nor-Cam in hiring and promotion decisions.

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Example: Norway

- Nor-Cam, modelled on OS-Cam
- Toolbox for recognition and rewards in academic careers in support of Open Science
- Six areas of competence for open practices
- Norwegian Universities have agreed to implement Nor-Cam in hiring and promotion decisions.

1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
D. Impact and innovation	-Innovation -Entrepreneurship and commercialisation -Social innovation -Innovation in the public sector -Citizen science -Textbooks -Publishing activity -Research reports and studies -Application of research in public administration and industry	CRIS systems and other databases. Altmetrics. Narratives and impact stories. Patents and licences.	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.
E. Leadership	-Institutional and departmental leadership -Leadership in academic networks and projects -Leadership outside academia -Leadership in panels and other committee work	CV system with links to source data, CRIS systems and other databases, narratives.	Formal and informal leadership, reflection on roles, processes and effects. Contribution to strategies and policy development in relation to open science.
F. Other experience	-Experience and competence from sectors outside academia. -Courses and discipline-related development work.	CV system with l source data.	

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ii. Implementing change

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RRA-Tracker

DORA

- An Interactive Online Dashboard
- **Tracking policies:** Collecting academic institutional standards for hiring, promotion, and tenure
- **Capturing new and innovative policies:** Enabling the ability to share new assessment policies and practices
- **Visualizing content**: Displaying data to see or identify patterns or trends in assessment reform

THANK YOU FOR YOUR ATTENTION!

Twitter: @RushforthAlex
Email: a.d.rushforth@cwts.leidenuniv.nl
Project TARA: https://sfdora.org/project-tara/

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