


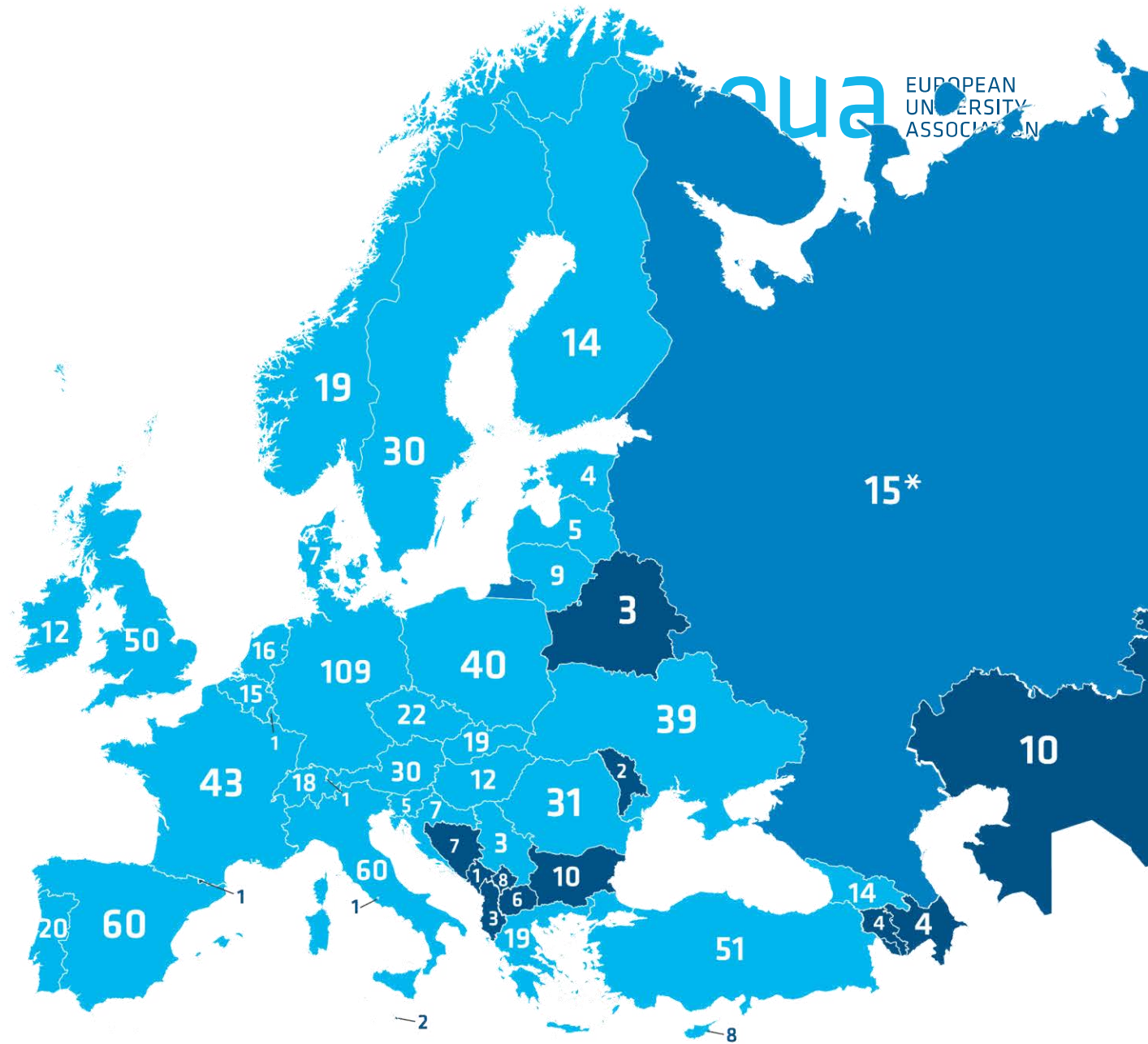
Advancing open science and research assessment A European universities perspective

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Launch Conference Research Portal Denmark
21 March 2024

EUA has 866 members based in 51 countries (as of 1 April 2023)

-  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 2 whose leaders signed the statement.

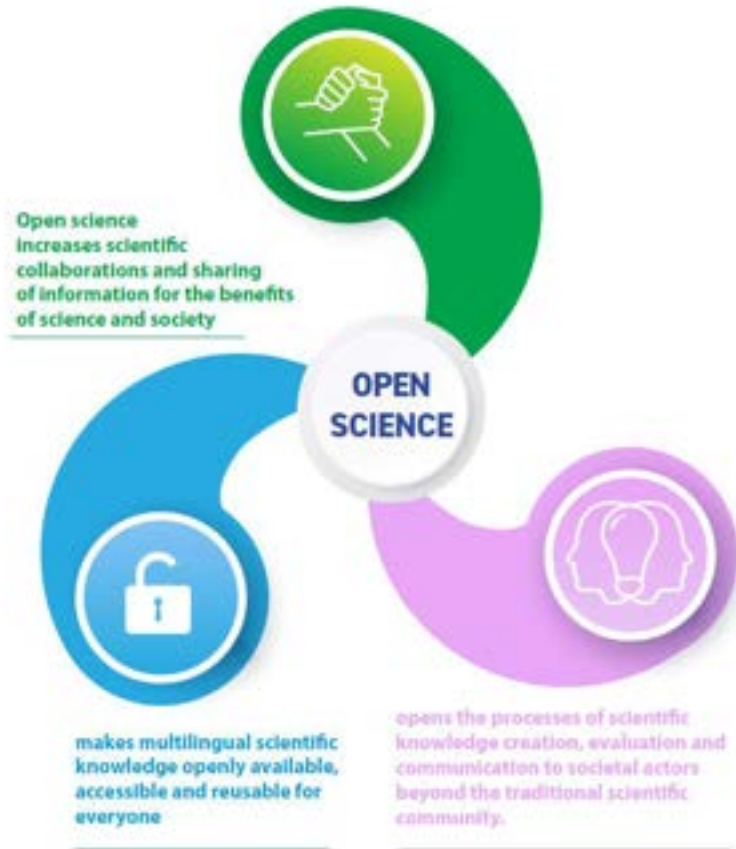


UNESCO Recommendation on Open Science

“For the purpose of this Recommendation, 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, 2021](#), p.7

Holistic approach to OS



[UNESCO Recommendation on Open Science, 2021](#)

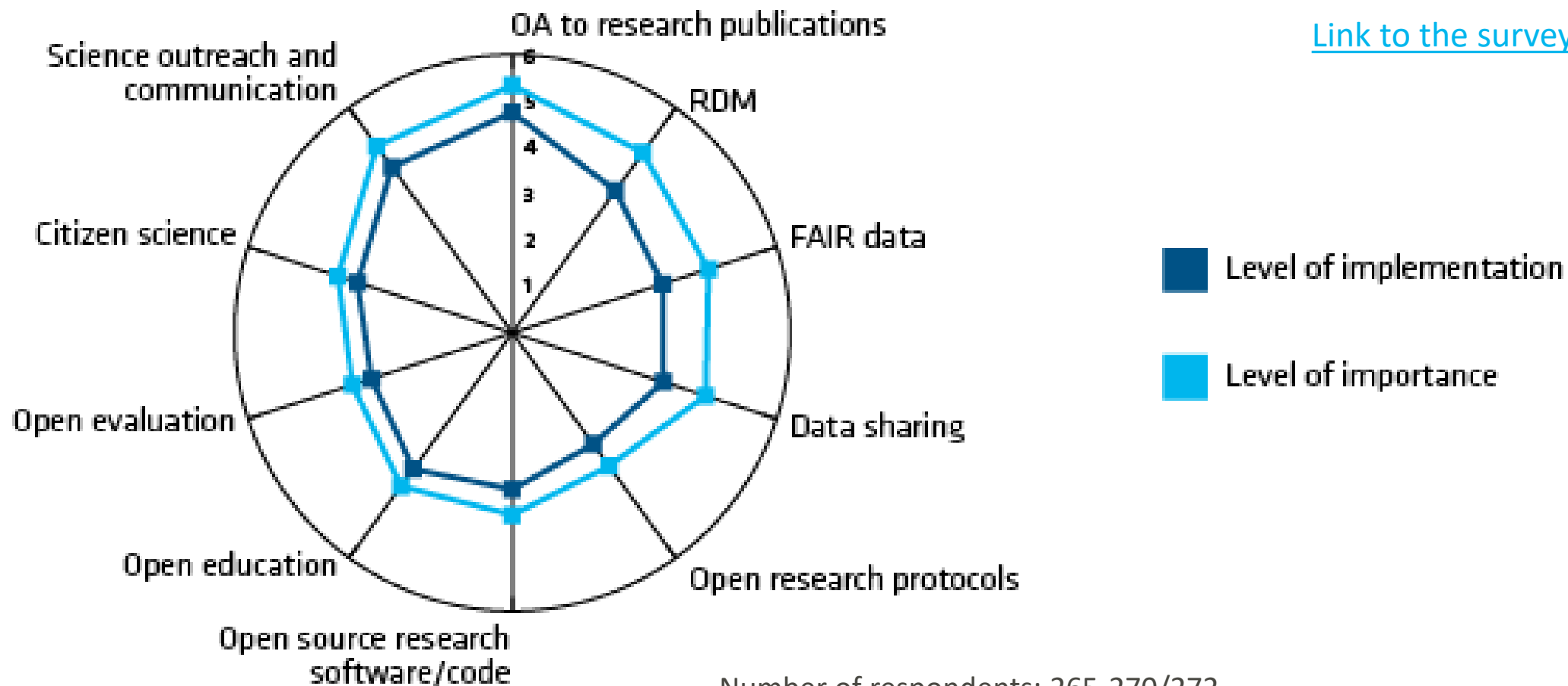




Implementation in academia

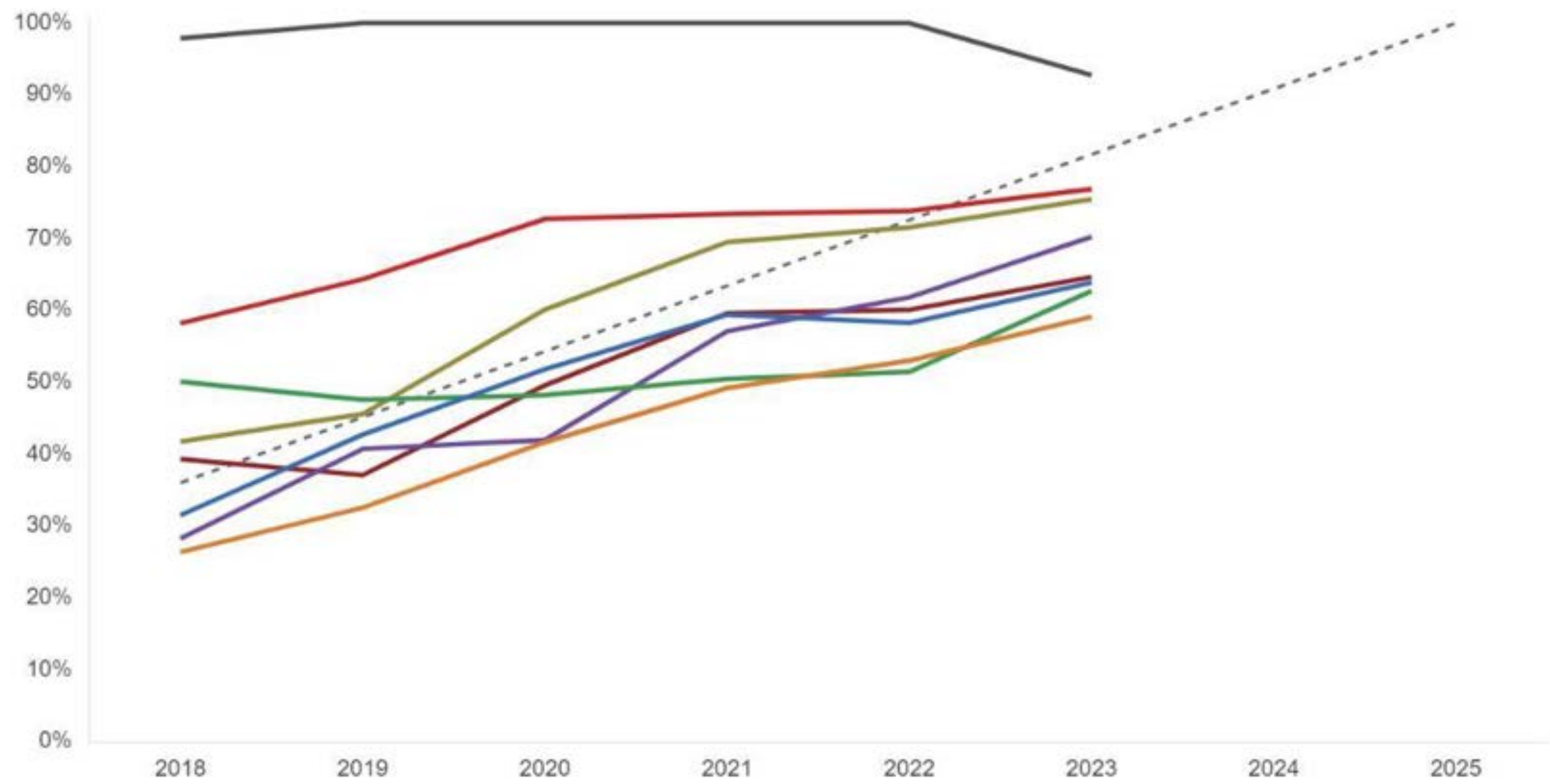
Level of importance and implementation of OS areas

[Link to the survey report](#)



Number of respondents: 265-270/272

Note: scores represent mean values. Higher values indicate a higher level of importance or implementation



The data behind this visualization can be downloaded from the [DATA page](#)

[Source: Danish Open Access Indicator](#)



Key priorities & Vision 2025

[Link to the EUA Open Science Agenda](#)

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



Academic ownership of scholarly communication and publishing

A just scholarly publishing ecosystem

This infographic features a dark blue background with green and white arrows. It contains two circular icons: a lightbulb on a white pedestal and a pair of scales.

Priority area #1 – Universal and perpetual Open Access to scholarly outputs, in a just scholarly publishing ecosystem



FAIR research data as the norm in producing and sharing scientific knowledge

New professional profiles for data-intensive careers

An active engagement in EOSC

This infographic features a dark blue background with green and white arrows. It contains three circular icons: a compass, a person silhouette, and a group of hands.

Priority area #2 – FAIR research data



A responsible, transparent, and sustainable research assessment system

Open Science as an integral part of research assessment practices

Assessment approaches balancing qualitative and quantitative metrics

This infographic features a dark blue background with green and white arrows. It contains three circular icons: an infinity symbol, a network of nodes, and a clipboard with a checkmark.

Priority area #3 – Institutional approaches to research assessment

Institutions should invest in creating the conditions for monitoring OA activities.

1



Universities should make the changes necessary to allow their researchers to comply with Plan S requirements.

2



Universities and researchers should consider multiple paths to OA publishing.

3



EMPOWER

High-level policy/strategy

This section outlines a series of actions that university leaders can take, independently or jointly, to catalyse OA throughout the institution.



Actions

1. Discuss the benefits of OA implementation (and its challenges) with university members
2. Adopt a policy that includes a Rights Retention Statement
3. Add OA criteria in academic assessment
4. Monitor APC costs. Centralise and streamline APC reporting. Assign funding for OA publishing*
5. Support non-commercial, scholar-led publishing initiatives (Diamond OA)*
6. Advocate policy change by governments and funders

BUILD CAPACITY

Libraries and consortia

This section includes a series of actions that university libraries, consortia and publishers can take to accelerate OA output, including different types of agreements.



Actions

1. Monitor APC costs. Centralise and streamline APC reporting*
2. Enter into a publishing agreement with a pure OA publisher
3. Enter into a transformative agreement (TA) with a smaller or society publisher
4. Enter into a transformative agreement (TA) with a large publisher

REINFORCE EXISTING STRUCTURES

Academic community-driven Infrastructures

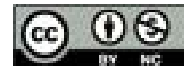
This section includes a series of actions that institutions can take to support scholar-led initiatives on OA, to accelerate OA output.



Actions

1. Support non-commercial, scholar-led publishing initiatives (Diamond OA)*
2. Support non-commercial infrastructure for scholarly communication
3. Develop and use an institutional (or shared) OA repository

[Source: The new university Open Access checklist](#)



* These actions fall under more than one goal. Their description has been slightly adapted to the different goals and target groups.

Universities should develop measures to support the implementation of research data practices at institutional level.

1



Universities should continue to invest in research data infrastructure and explore opportunities to engage with EOSC.

2



Universities should create dedicated research data support services and hire specific data support roles.

3



Universities should look for sustainable funding sources to cover the costs related to research data management.

4



Go for open
accurate,
transparent, and
responsible
practices

1



Focus on raising
awareness,
community
engagement, and
building capacity

2



Aim for
institutional
initiatives backed
by a concerted
approach

3



Reforming academic careers is a **strategic priority** for EUA

Importance of core academic **values** (e.g. research integrity, cooperation, openness, knowledge sharing)

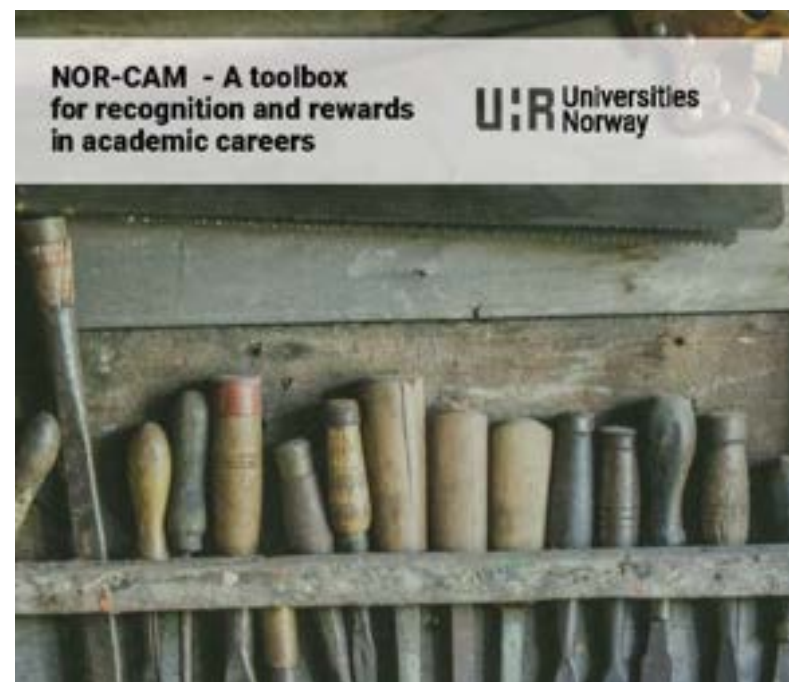
Current research culture does not recognise the diversity and richness of research practices and contributions

Need to develop research assessment approaches that **focus on the broad range of scholarly outputs** and outcomes, including research quality potential, future impact and Open Science contributions



Room for everyone's talent

towards a new balance in the recognition and rewards of academics



[Link Report](#)

[Link Repository](#)

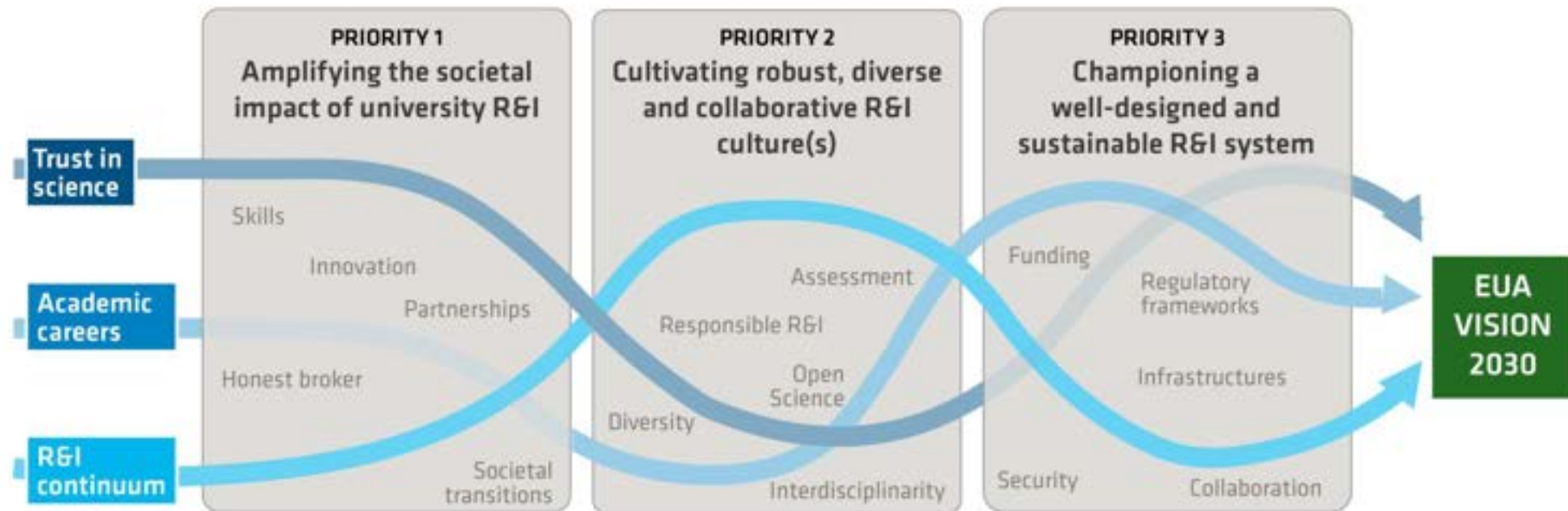


Priorities and building blocks

[Link to the EUA R&I Agenda](#)

EUA R&I Agenda 2027

Seizing the moment, driving the change



CoALITION FOR ADVANCING RESEARCH ASSESSMENT – CoARA

- Building on progress made so far (DORA, Leiden Manifesto, Hong Kong Principles), the Agreement establishes a **common direction for research assessment reform**, while respecting organisations' autonomy. It is based on **shared principles, 10 commitments, and a timeframe** (1 & 5 years) for reforms.
- Overarching goal to **maximise the quality and impact of research**, basing assessment primarily on qualitative judgement, supported by responsible use of quantitative indicators.
- The Agreement was **published on 20 July 2022**
- [The Agreement full text – CoARA](#)



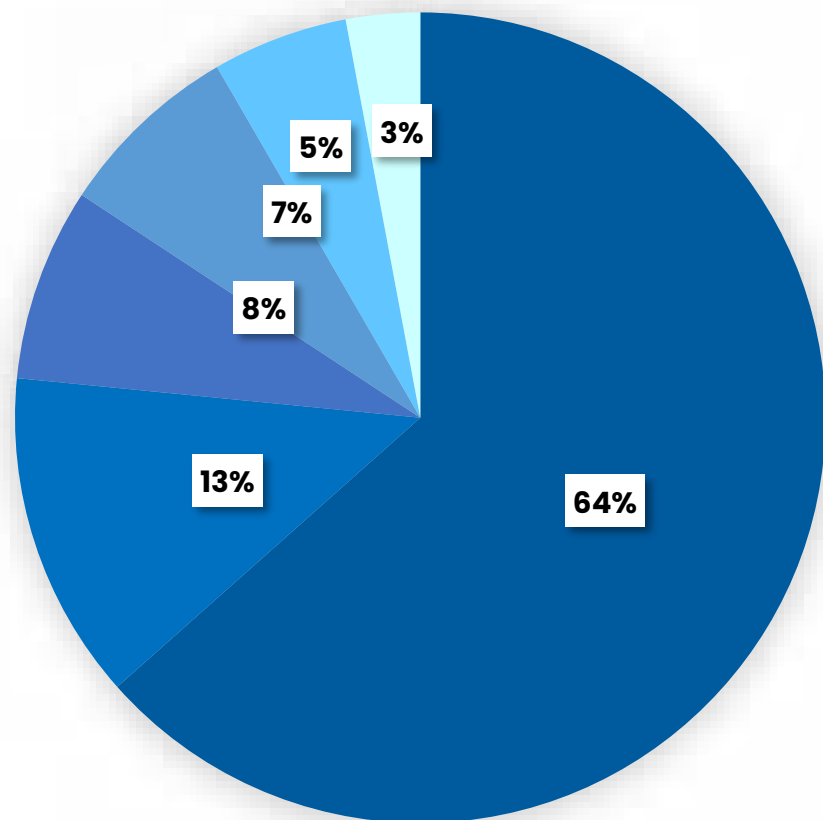
CoARA Membership by type of organisation

610 member organisations / 46 countries

8 from Denmark

692 signatories

[February 2024]



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

CoARA ACTIVITIES – WG

- 13 Working Groups



Reforming Academic Career Assessment



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



Recognizing and Rewarding Peer Review



Towards Open Infrastructures for Responsible Research Assessment



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



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



TIER – Towards an Inclusive Evaluation of Research



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



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



Multilingualism and language biases in research assessment



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



Responsible metrics and indicators



Improving practices in the assessment of research proposals

Working Group on Reforming Academic Career Assessment

- The **academic community** should **drive reforms** in evaluating the quality and impact of academic activities and careers.
- **ACA systems** should adequately **reflect** the different **tasks, functions and roles** academics fulfil over the course of their career.
- Aim is to **broaden the reflection** on research assessment to ACA, supporting models that take into account the full range of work conducted by academics in research, teaching and learning, innovation, management/leadership and service to society.

MEMBERS OF THE WORKING GROUP

University associations/networks

- Alliance of Rhine–Main Universities
- Berlin University Alliance
- Association of Swedish Higher Education Institutions (SUHF)
- Conference of Rectors of Academic Schools in Poland (CRASP)
- Crue Spanish Universities
- EUA–CDE
- EUA
- France Universités
- Hungarian Rectors' Conference
- Lithuanian Universities Rectors' Conference
- Romanian Council of Rectors
- Swissuniversities
- Universities Norway
- Universities of the Netherlands
- Flemish Interuniversities Council (VLIR)
- Young European Research Universities Network (YERUN)

Co-chairs:
Pastora Martínez Samper (EUA)
Moniek Tromp (YAE)

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

Learned societies and associations of researchers

- All European Academies (ALLEA)
- Eurodoc
- Global Young Academy
- Federation of Finnish Learned Societies
- Young Academy of Europe

National authorities

- Italian National Agency for the evaluation of universities and research institutes (ANVUR)

Individual universities

- Masaryk University (CZ)
- Nicolaus Copernicus University (PL)
- NOVA University Lisbon (PT)
- South East Technological University (IE)
- Ss. Cyril and Methodius University in Skopje (MK)
- Technische Universität Braunschweig (DE)
- Université Clermont Auvergne (FR)
- University Medical Center Groningen (NL)
- University of Graz (AT)
- University of Rijeka (HR)
- University of Strathclyde (UK)
- University of Padua (IT)

Research centres

- EU-LIFE

Other org. involved in RA

- CRAC–Vitae
- UKRN

GENERAL OBJECTIVES

- Defining the **principles of reforming ACA**, from the perspectives of institutions and academic staff being assessed.
 - Identification of the requirements, potential benefits and challenges
 - The lessons learned from institutions that have initiated reforms will be considered.
- Developing an **adaptable toolbox for ACA**, considering all university missions and the broad scope of activities, skills and competences of academic staff at different stages of their career.
 - The toolbox will be flexible, sustainable and cater for different institutional profiles and national contexts. It will also provide room for a diversity of career focuses and trajectories.

PHASE 1 – MAPPING EXISTING INITIATIVES

- Development of a **targeted mapping** of initiatives at **institutional and national levels**, considering their outcomes, benefits and challenges, and identifying **elements** that can be **used** in **different contexts and upscaled** to the supra-national level.
- **Main lessons learned:** synthesis of commonalities, including a reflection on the change management process, successes, challenges and potential upscaling elements of existing initiatives.

Outputs of Phase 1: Online repository of institutional and national level initiatives; collection of main lessons learned. Both will be made public and opened for further input.

PHASE 2 – ADAPTABLE TOOLBOX FOR ACA

- Development of the **toolbox**, in several iterations
- **Feasibility studies** will be conducted and implementation scenarios for the toolbox will be developed

Outputs of phase 2: toolbox on ACA, including enabling conditions and application context, as well as implementation guidelines.

CURRENT ACTIVITIES – Survey

To whom?

- Higher education institutions and research organisations worldwide.

What is it about?

- 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.

Scope

- Organisations that are **planning, initiating or implementing** a reform process on academic career assessment – either at departmental/unit level or organisational level
- Reform understood as a more or less formal process and includes awareness raising, implementation of smaller to larger changes in the processes of recruitment, performance evaluation and career progression of academic staff.
- [Survey link](#). [PDF](#) available for consultation.

CURRENT ACTIVITIES – Survey

Your experience matters!

More knowledge on the challenges, enablers and change processes in your institution can greatly **help other higher education institutions** and **research organisations** across the globe as they navigate their own reform initiatives.

Deadline

- 5 April 2024

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- Contribute to a project on a topic of interest to your institutions

Thank you for your attention

