SPACE to Evolve Academic Assessment

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@DORAssessment

Disclosures

- PhD from Dartmouth College, Biochemistry

- Program Director, DORA

  DORA is an international initiative to improve the ways research and researchers are assessed and is supported by:

Howard Hughes Medical Institute	PLOS
Swiss National Science Foundation	The Company of Biologists
American Society for Cell Biology*	The Research Council of Norway
Cancer Research UK	Wellcome
ELife	F1000 Research
EMBO	Iowa State University
Hindawi	The Dutch Research Council
Luxembourg National Research Fund	

DORA's administrative entity

DORA's vision

Advance practical and robust approaches to research assessment reform globally and across all scholarly disciplines

Specific Objectives

- Raise awareness
- Facilitate implementation
- Catalyze change
- Improve equity

DORA's vision

Advance practical and robust approaches to research assessment reform globally and across all scholarly disciplines
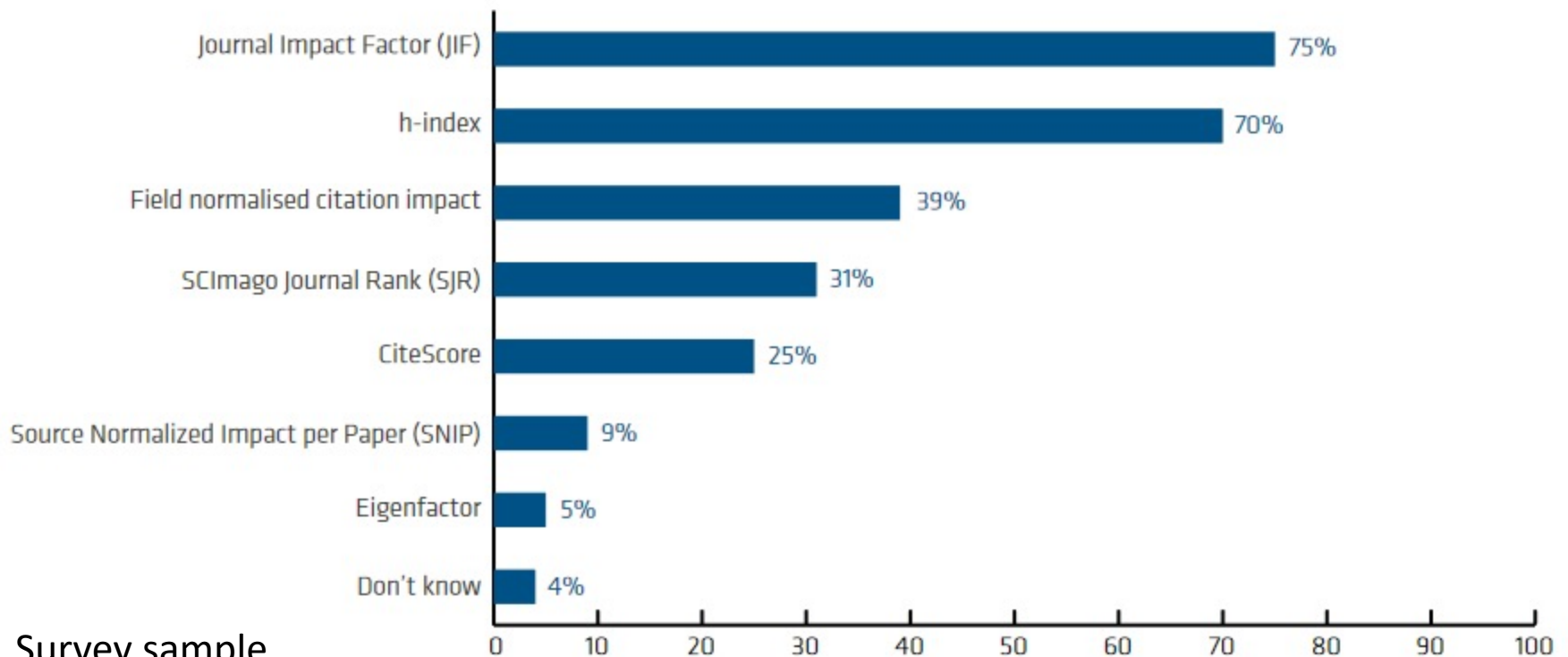
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To date, more than 19,000 individuals and organizations in 145 countries have signed DORA.

Many European universities use journal-based metrics for academic career assessment

Figure 11 – Publication metrics used for research careers

Based on survey question 8a, multiple-choice (cf. Annex 1). Number of respondents: 185/186

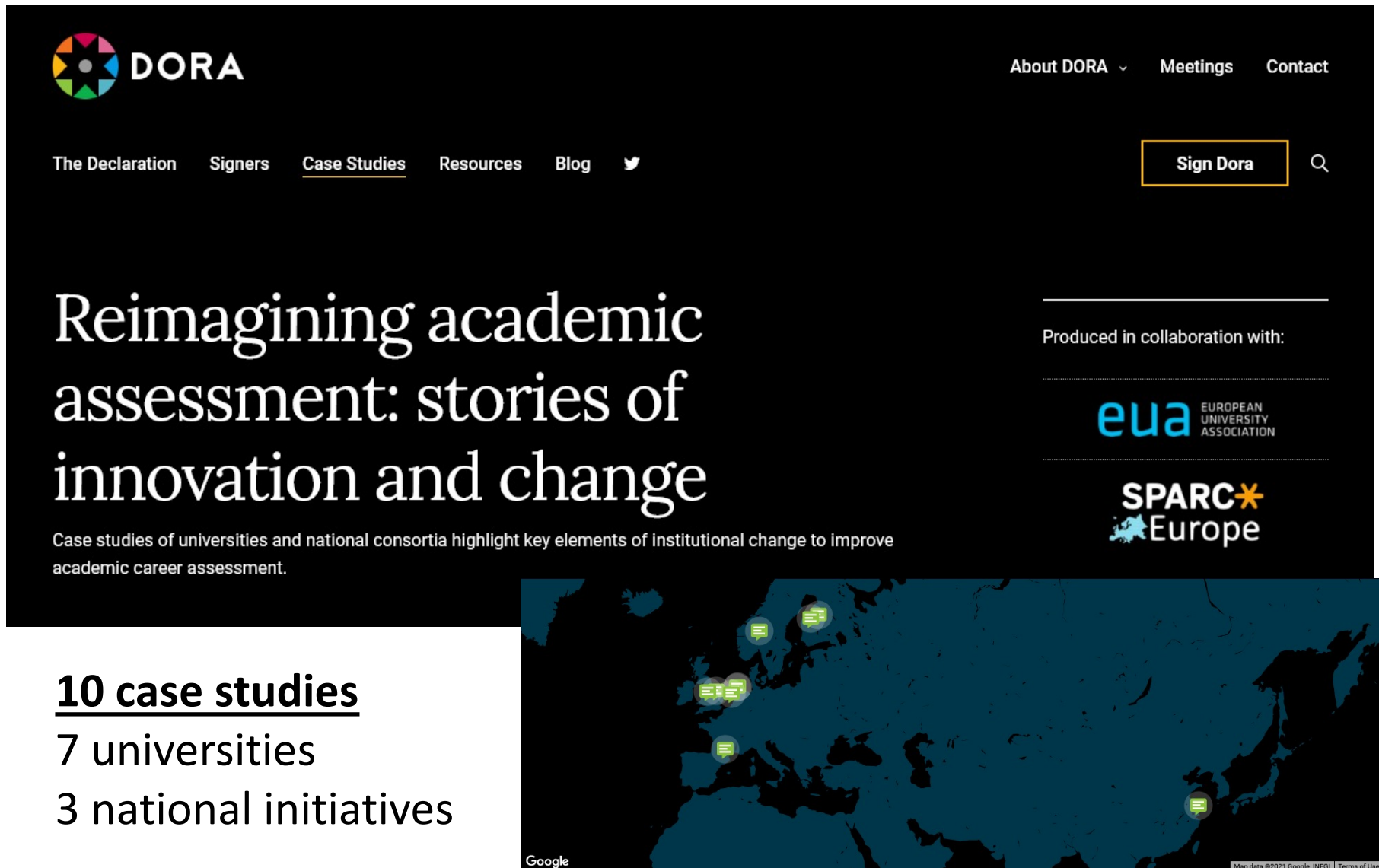| Metric	Percentage
Journal Impact Factor (JIF)	75%
h-index	70%
Field normalised citation impact	39%
SCImago Journal Rank (SJR)	31%
CiteScore	25%
Source Normalized Impact per Paper (SNIP)	9%
Eigenfactor	5%
Don't know	4%

Survey sample
260 universities
32 European countries

Bregt Saenen, Rita Morais, Vinciane Gaillard and Lidia Borrell-Damián
European University Association, 2019
eua.eu/resources/publications/888:research-assessment-in-the-transition-to-open-science.html

Documenting new approaches to assessment

10 case studies
7 universities
3 national initiatives

https://sfdora.org/case-study/

At the same time …

- How does an institution know when responsible research assessment practices are adopted by faculty and staff?

- How might an institution analyze the outcomes of its efforts and interventions to improve research assessment practices?

- Point solutions do not solve systems problems.

↓

DORA partnership with Ruth Schmidt, Associate Professor at the Institute of Design of the Illinois Institute of Technology

Design process

- Iterative participatory design process
- Informed by nearly 75 individuals in 26 countries and 6 continents
- resulted in a rubric that aims to support the development of responsible research assessment practices across a variety of institutional contexts and geographies

S.P.A.C.E. TO EVOLVE ACADEMIC ASSESSMENT

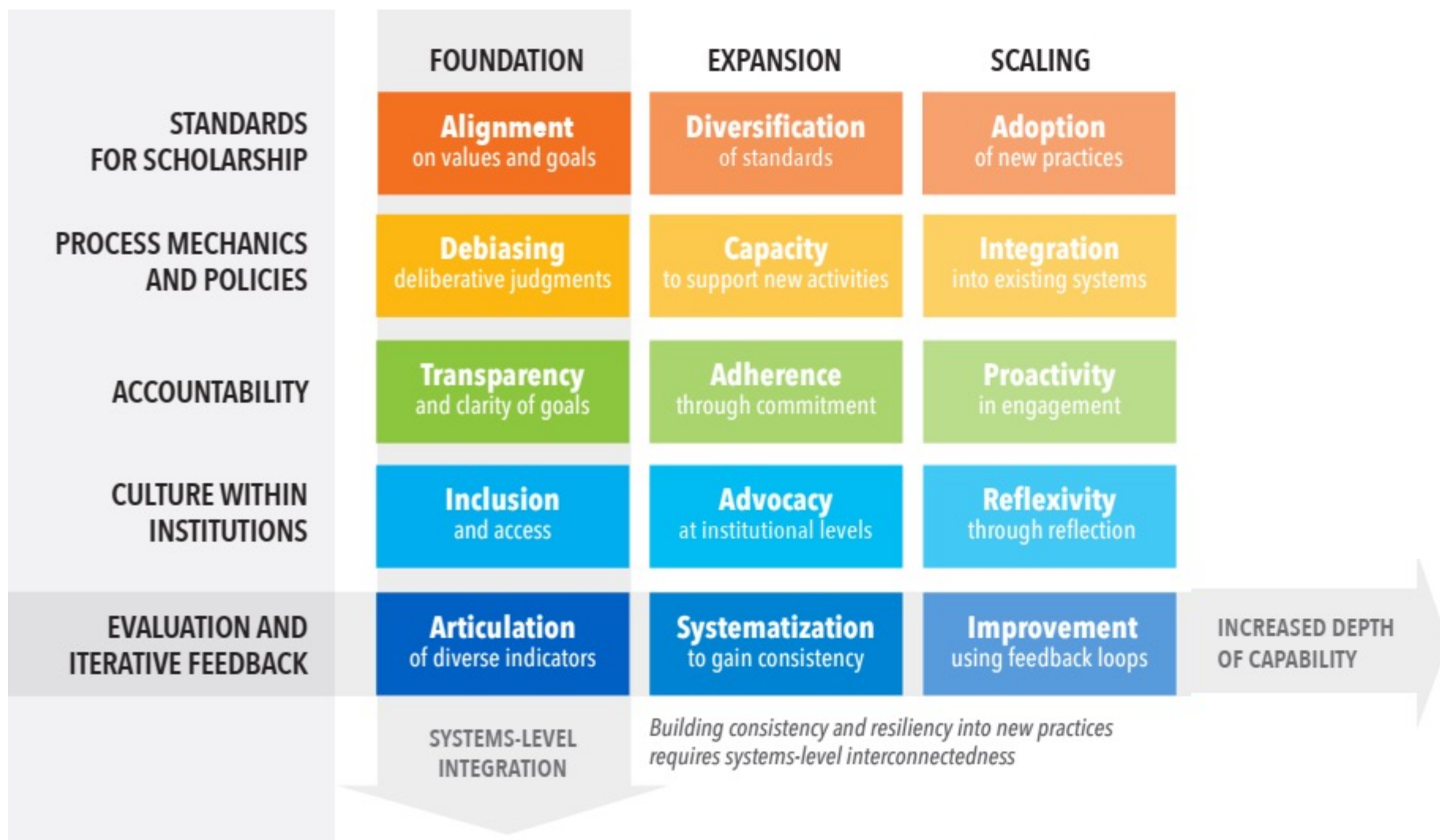A RUBRIC FOR ANALYZING INSTITUTIONAL PROGRESS INDICATORS AND CONDITIONS FOR SUCCESS

DORA

	FOUNDATION	EXPANSION	SCALING
STANDARDS FOR SCHOLARSHIP	**Alignment** on values and goals	**Diversification** of standards	**Adoption** of new practices
PROCESS MECHANICS AND POLICIES	**Debiasing** deliberative judgments	**Capacity** to support new activities	**Integration** into existing systems
ACCOUNTABILITY	**Transparency** and clarity of goals	**Adherence** through commitment	**Proactivity** in engagement
CULTURE WITHIN INSTITUTIONS	**Inclusion** and access	**Advocacy** at institutional levels	**Reflexivity** through reflection
EVALUATION AND ITERATIVE FEEDBACK	**Articulation** of diverse indicators	**Systematization** to gain consistency	**Improvement** using feedback loops

INCREASED DEPTH OF CAPABILITY

SYSTEMS-LEVEL INTEGRATION

Building consistency and resiliency into new practices requires systems-level interconnectedness

Two possibilities for use

1. ***Establish a baseline*** for the current state of institutional ability to support the development and implementation of new academic assessment practices

2. ***Retroactively analyze*** how the outcomes of specific interventions related to academic assessment have been helped or hindered by strengths or weaknesses within the institution

The rubric is expressly not intended as a prescriptive mechanism, or to pass judgment on an institution's current state of academic assessment.

Goal: help institutional leaders reflect on current capabilities to support values-driven assessment practices, and where to focus efforts to further evolve them.

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STANDARDS FOR SCHOLARSHIP

FOUNDATION	EXPANSION	SCALING
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ALIGNMENT ON VALUES AND GOALS

THIS MIGHT LOOK LIKE...

Standards are explicitly designed and articulated to align with institutional mission and values, such as increasing equity and support for traditionally underrepresented, minoritized groups

New standards for scholarship consider the balance across research, teaching, and service contributions including training, mentoring and good citizenship

Specific definitions and standards of "quality" with regard to scholarship are articulated and shared across disciplines and review/promotion committees

RETHINKING RESEARCH ASSESSMENT
S.P.A.C.E. TO EVOLVE ACADEMIC ASSESSMENT
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DIVERSIFICATION OF STANDARDS

THIS MIGHT LOOK LIKE...

Scholarship is assessed using diverse indicators (e.g. societal impact), units of assessment (e.g. full body of work v. individual articles), and forms of output (e.g. non-journal contributions)

Indicators of quality recognize non-individualized activities and accomplishments like team science

New definitions of "scholarship" are deployed across the full range of institutional disciplines

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ADOPTION OF NEW PRACTICES

THIS MIGHT LOOK LIKE...

Faculty have the ability to customize success measures to reflect their research interests and goals

New standards, definitions, and criteria for evaluating the quality and impact of scholarship are integrated into the language and processes of new assessment practices

Where are we with the project now?

- Final stages of piloting and refining the rubric

  Interested in piloting it at your organization?
  Let me know! Email (info@sfdora.org)

- Hope to release the rubric by summer

- Will continue to collect feedback on its use and learn from the experiences of the community

Thank you!

More information: sfdora.org