



DORA

Community Engagement Grants

Overview of projects and results

Grant Period: 2022

In November 2021, DORA announced the Community Engagement Grants: Supporting Academic Assessment Reform program.

Our goal for the program was to build on the momentum of the declaration and provide resources to directly advance responsible academic assessment. The program sought to support a broad range of ideas to promote assessment reform at academic institutions, including raising awareness of the need for change, developing new policies or practices, providing training to evaluators on practical strategies for responsible academic assessment, offering practical guidance to job applicants, and more.

More than 55 ideas were submitted from individuals and teams in 29 countries! After careful review, members of the Steering Committee selected the following proposals to support in 2022. The results of their work were shared in 2023...

“Psicología (con)Ciencia Abierta”: Open Science Practices for Research and Research Assessment in Psychology and the Social Sciences

TEAM

Nicolás Alessandrini, María Cristina Piro, Xavier Oñativia, Constanza Zelaschi, Maximiliano Vietri, Iván Suasnabar

AFFILIATION & REGION

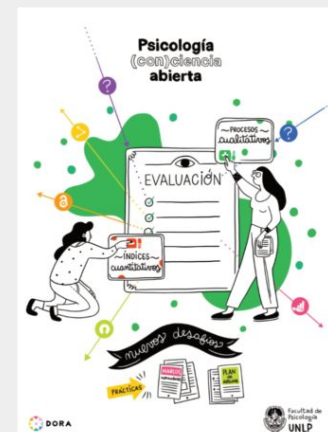
Faculty of Psychology, Universidad Nacional de La Plata (Argentina)

PROJECT PROPOSAL

This project will hold virtual workshops and panel discussions on Open Science and academic evaluation, in Spanish, during the first semester of 2022. The target community will include professors, researchers, and students from the university, as well as stakeholders from other regional institutions. The discussion will focus on open science practices and research assessment in psychology and the social sciences, and will lead to participants identifying good practices to evaluate scholarly production in psychology and the social sciences.

PROJECT OUTCOMES

- Workshop “Una invitación a la ciencia abierta”
- Two panel discussions
 - “Desafíos para la investigación en psicología y ciencias sociales desde el paradigma de la ciencia abierta”
 - “La ciencia abierta y la evaluación de la producción científica”
- The Faculty of Psychology UNLP has included open science and academic assessment reform as an institutional priority.



A Collaborative Roadmap for DORA Implementation in Brazil

TEAM

Jacques Marcovitch, Justin Axel-Berg, Pedro Belasco, Dulce Silva, Elizabeth Balbachevsky, Luiz Nunes de Oliveira, Marisa Beppu, Nina Ranieri, Renato Pedrosa

AFFILIATION & REGION

Projeto Métricas/Fapesp (Brazil)

PROJECT PROPOSAL

This project will establish a network of Brazilian university intelligence offices to conceive guidelines and procedures for the implementation of the San Francisco Declaration on Research Assessment. This initial network of ten universities will investigate the gap between demand and implementation through a series of workshops leading to a report with a roadmap for institutions.

PROJECT OUTCOMES

- Exploratory survey of DORA signatories at University of São Paulo (USP) and the State University of Campinas (Unicamp)
- Briefing created and reviewed by a panel of specialists and senior university leadership. Shared with public via community call.
- Recommendations for responsible research assessment at Brazilian universities
“Institutional challenges and perspectives for responsible evaluation in Brazilian Higher Education”



Creating a Platform for Dialogues on Responsible Research Assessment: The Issue Map on Research Assessment of Humanities and Social Sciences

TEAM

Futaba Fujikawa and Yu Sasaki

AFFILIATION & REGION

Kyoto University Research Administration Office (Japan)

PROJECT PROPOSAL

This project will conduct a workshop, organized by JINSHA, a collective of university research administrators (URAs) and staff of 13 universities, to examine the current practice of research output analysis at universities in Japan and learn about the initiatives for potential reform. The event will raise awareness and build a platform for dialogue about fair and responsible research assessment among URAs and the wider academic community in Japan.

PROJECT OUTCOMES

- Workshop “The Series on Responsible Research Assessment – Creating a ‘Map’ to Move One Step Forward” with discussion groups
- Created an Issue Map on Research Assessment in the Humanities and Social Sciences in Japan

Issue Map

on Research Assessment in the Humanities and Social Sciences Ver.1

This map was created by the working group members at JINSHA, Kyoto Institute Network for Social Sciences, Humanities, and Arts (JINSHA) with the cooperation of WAKU, with the aim of raising awareness and creating a platform for dialogue among university research administrators (URAs) and the research community regarding fair and responsible research assessment. The topic of research assessment in the humanities and social sciences, collected from 13 universities, research assessment and IT, interviews with experts, are categorized by region and arranged in consideration of their closeness to each other.

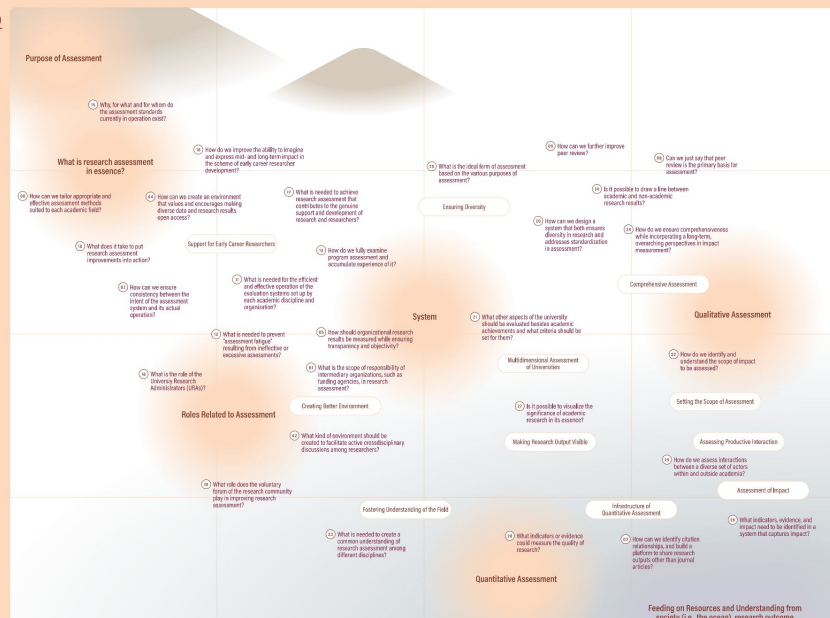
Starting from “Purpose of Assessment”, the upper left corner, it takes on through a central column, build and methods like qualitative assessment and quantitative assessment, to between these two methods in the lower right corner, it leads to the larger categories.

If we recognize society to assess the research community, it is important to enrich the concept - criterion assessment in academic-industry close that is done, put an emphasis on the wider scope in the case and, it is falls on the assessment method, creating a assessment method and leading to assessment method, creating a assessment method in a kind of research output.

This map can provide the context and the relationship between the fields, which are also concerning with the assessment. While the map is moving forward and going around in circles, you will see the relationship of the assessment can be applied to other fields as well.

We also hope that this map will serve as a basis for discussion (research assessment) between different fields of assessment, although the field of the map refers to the humanities and social sciences, you will find that each of the points discussed can be applied to other fields as well.

This map is written and should be updated in the future. We hope that version 2 and those will follow, reflecting the progress of time and



Co-creating a Responsible Use of Metrics for Research Assessment in Colombian Science, Technology and Innovation System

TEAM

Salim Chalela Naffah, Maria Alejandra Tejada, Diana Lucío-Arias, César Pallares Delgado

AFFILIATION & REGION

Universidad del Rosario (Colombia)

PROJECT PROPOSAL

Colombian academics, university presidents, and policymakers have gathered over the last 12 months to learn and discuss research assessment beyond traditional metrics. This project will summarize discussions from the past year, see their alignment with existing research, and host a do-a-thon to generate policy implementation guides.

PROJECT OUTCOMES

- Do-athon to identify short term goals and actions to improve research evaluation policies and practices in Colombia
- Created recommendations for responsible research assessment and responsible use of metrics
- Consolidation of a national network, which will support future collaborations and efforts towards reform



Promoting Responsible Metrics Rubrics in Colombian Academic Institutions

TEAM

César Pallares, Salim Chalela, María Alejandra Tejada, Elizabeth Bernal, César Rendón, Alida Acosta, Lorena Ruíz, Hernán Muñoz

AFFILIATION & REGION

Asociación Colombiana de Universidades, Asociación Colombiana de Editoriales Universitarias, Consorcio Colombia, CoLaV, Observatorio Colombiano de Ciencia y Tecnología, Red GCTI, COREMA (Colombia)

PROJECT PROPOSAL

Throughout 2021, the project team educated the academic community about responsible metrics in Colombia and is developing an evaluation rubric adapted to the national context. The project will continue this work and share the rubric with Colombian university administrators through materials and a workshop oriented at helping them implement changes in how research is evaluated.

PROJECT OUTCOMES

- List of 13 problems associated with the Colombian research evaluation system
- Created and piloted a Colombian rubric for responsible use of metrics
 - Workshop with research vice presidents to gather feedback for iterative improvement of the Colombian rubric
- Developed resources to help researchers understand responsible use of metrics



Exploring the Current Practices in Research Assessment within Indian Academia

TEAM

Suchiradipta Bhattacharjee and Moumita Koley

AFFILIATION & REGION

Indian Institute of Science (India)

PROJECT PROPOSAL

This project will initiate a discussion on research assessment criteria of Indian research and funding institutions through multiple workshops with the major stakeholders of the Indian research ecosystem. By initiating debates over the strengths and weaknesses of current assessment practices, the workshops will help institutions build robust, flexible research assessment frameworks.

PROJECT OUTCOMES

- Article “Does the Way India Evaluates Its Research Doing Its Job?”
- Workshop report “Research Assessment In India: What Should Stay, What Could Be Better?”
- Workshop report (with funding agencies)

RESEARCH ASSESSMENT IN INDIA

WHAT SHOULD STAY, WHAT COULD BE BETTER?

- 2 Days
- 40 Young researchers
- 4 Focus areas

The multiplicity of the research assessment process is only expected given the sheer vastness of India's research and academic ecosystem. To understand them better - the good, the bad, and the ugly - a joint collaborative workshop was organized by DST-CPR, IISc and INYAS on 24th and 25th June, 2022. Early and mid-career researchers from about 40 research institutions participated in the online two-day workshop to debate and deliberate on the current practices and the workable recommendations.

**HOW TO MAKE
RESEARCH
ASSESSMENT MORE
EFFICIENT AND
RESPONSIBLE?**

Create adaptive assessment criteria based on disciplinary context

Different yardsticks are needed for different contributions - research, mentorship, teaching, administrative responsibilities, institute building, science outreach and science communication.

Clearly spelt out policies and guidelines.

Institutionalised policies and guidelines are needed at every stage for recruitment, promotion, and project grants. This will avoid the confusion that the current informal ones create. Reviewers need to be sensitised about review guidelines.

Academic Evaluation Policies Applied in the CLACSO Centers Network in Venezuela

TEAM

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Eisamar Ochoa, Annel Mejías Guiza

AFFILIATION & REGION

Universidad Nacional del Turismo Núcleo HELAV, National Directorate of Knowledge Production, Center for the Study of Social Transformations of the Venezuelan Institute for Scientific Research, Center for the Study of Social Transformations of the Venezuelan Institute for Scientific Research, Universidad de Los Andes (Venezuela)

PROJECT PROPOSAL

The project will identify and study the academic evaluation policies of more than 60 social science research centers attached to the Network of CLACSO Centers of Venezuela. This will allow the Network of CLACSO Centers of Venezuela to create a joint statement that may improve academic evaluation policies at affiliated institutions. The project will help the institutions build robust, flexible research assessment frameworks.

PROJECT OUTCOMES

- Studied responsible research assessment attitudes and outlooks at CLACSO Centers of Venezuela
- Research results outlined actions for the development of responsible academic evaluation and supported the creation of a “Declaration for a fair and responsible academic evaluation”



Implementing a New PhD Assessment: Does it Work?

TEAM

Inez Koopman and Annemijn Algra

AFFILIATION & REGION

Young SiT, University Medical Center Utrecht
(Netherlands)

PROJECT PROPOSAL

In 2018, Young SiT, a thinktank of young scientists at the UMC Utrecht introduced a new evaluation form including a competency tool that placed less emphasis on bibliometrics, and more focus on personal accomplishments and growth in research related competencies. This project will continue that work through interviews with PhD students to better understand if the new assessment helps them to address and feel recognized for their work in various competences.

PROJECT OUTCOMES

Reshaping a PhD Evaluation System

What do PhD candidates think about the new annual evaluation and digital competence tool?

- PhD requirements: Clarity is needed**
"Requirements were not discussed but I think I need 5 articles"
- Monitoring the Evaluation cyclus**
Making sure interviews take place on a yearly basis
- Evaluation form**
Feedback from PhD candidates:
 - Short & Relevant
 - Room for your own accomplishments
- Competence tool**
Feedback from PhD candidates:
 - Ability to monitor growth
 - Potential for learning and reflection"It is a great tool to see your improvements on various aspects"
- Facilitators for implementation**
 - Know how to use the evaluation and tool
 - Improving the embedding into the graduate school

Call to action:
To graduate school: Train PhD candidates and their supervisors
To developers: Fine-tune the competence tool for personalized evaluation

YOOUNG SCIENTISTS
DORA