

# Status on NOR-CAM and CoARA nationally

## Open Science Lunch

25.04.2024

*Anne Karine Nymoen,  
senior adviser,  
Universities Norway, UHR*

## A need for change because:

### **Open Science**

Open research is about to become the new norm, and it will therefore be natural for all results, activities and competencies to be assessed in the light of the aims of open research.

### **Assessing and recognising a greater breadth of competencies**

Many academic activities are not systematically assessed, valued or rewarded. A need for a better balance in the assessment of the various key activities.

### **The need to reduce and modify the reliance on quantitative publication metrics**

Quantitative research results do not always serve as valid proxies for research quality, they do not reflect the full extent of research activity, nor do they cover the other activities and competencies that are expected in an academic career.



# Why reforming the assessment system?



## OPEN SCIENCE RECOGNITION AND REWARDS

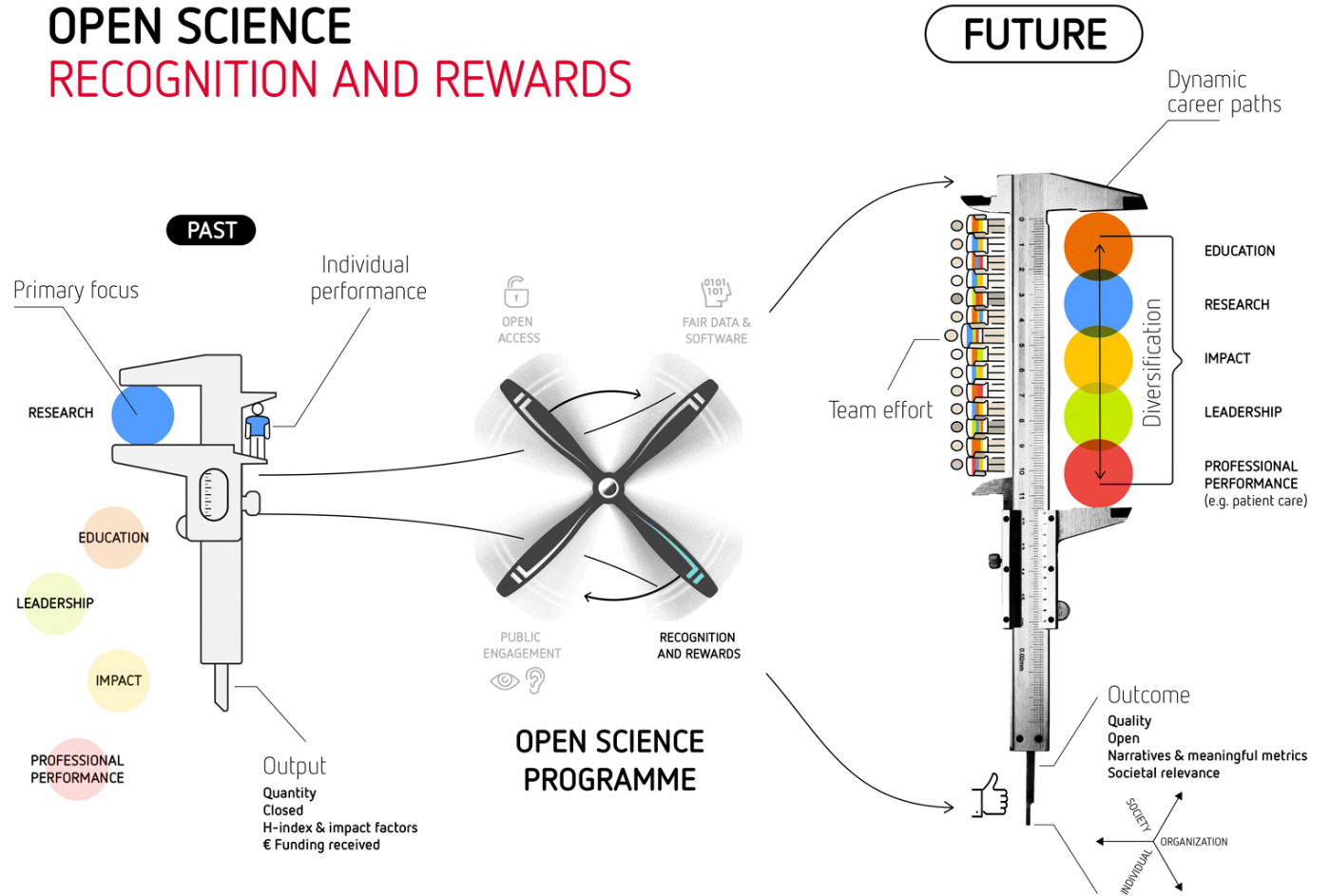


Illustration by Utrecht University



# Common principles in the reform processes:

- 1. Measure quality and excellence through a better balance between quantitative and qualitative goals**
  - Bibliometric indicators should be used with caution and supplemented with other information
- 2. Recognise several competencies as merits but not in all areas at the same time or by each employee**
  - The individual academic is not expected to excel in all areas. It is the universities that must achieve the expected objectives given by the government regarding research, education and interaction with society, not the individual academic
- 3. Assess all results, activities and competencies in the light of Open Science principles**
  - Openness should be seen as an integrated part of the academic activity
- 4. Practice transparency in the assessment and visibility of what should be recognised as merit**
  - Individuals must know what criteria will be used to assess them and must be given insight into how the criteria are applied
- 5. Promote gender balance and diversity**
  - Changes in the assessment criteria must be sensitive to impact on gender balance and diversity
- 6. Assist in the concrete practice of job vacancy announcements and assessment processes locally**
  - The framework should be a helpful tool in the recruitment and appraisal processes in the institutions and within the academic communities





## The Norwegian Career Matrix is

- A holistic *framework* accommodating the full breadth of academic activities across different kind of institutions; RPO's as well as funders.
- A *toolbox*. Hence, all “tools” are not used all the time. Use only the tools that are relevant for the job.
- *Flexible* and can be adapted to institutional profile, subject area, type of position, project area, the unit's academic goals, etc.

The framework's columns and rows are fixed, but the cell content in terms of areas of expertise are *examples* and may be developed locally/per subject area

**NOR-CAM in 4 min.** [NOR-CAM A toolbox for recognition and rewards in academic careers](#) - YouTube – by prof. Alexander Refsum Jensenius .

# NOR-CAM - Norwegian Career Assessment Matrix

**Column 1:**  
Six competence areas to be assessed

**Column 2:**  
*Examples* of results and competences

**Column 3:**  
Documentation

**Column 4:**  
Reflection

1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
<b>A. Research output</b>	<ul style="list-style-type: none"> <li>-Published works</li> <li>-Datasets</li> <li>-Software</li> <li>-Methodologies</li> <li>-Artistic results</li> <li>-Research reports</li> </ul>	CRIS systems (e.g. Cristin) and other databases	Reflection on the relevance and quality of the results. Emphasis is placed on open access to published works and other results, as well as whether the data adhere to the FAIR principles.
<b>B. Research process</b>	<ul style="list-style-type: none"> <li>- Leadership and participation in research groups</li> <li>-Working across disciplines</li> <li>- Research integrity/RRI</li> <li>- Editorial activity</li> <li>- Peer reviews</li> <li>- Building consortia</li> <li>- External funding</li> <li>- Development of research infrastructure</li> <li>-Leadership and participation in clinical trials</li> </ul>	CRIS systems and other databases. Narrative CV system with links to source data.	Reflection on roles and relevance. How and why various actors within and outside academia have been involved in the research process. Emphasis is placed on transparency in the research process.
<b>C. Pedagogical competence</b>	<ul style="list-style-type: none"> <li>- Planning, execution, evaluation and development of lectures and supervision of students</li> <li>- Participation in the development of educational standards in academic communities</li> <li>- Mentoring</li> <li>- Devising and sharing learning materials</li> </ul>	CV system with links to source data. Institutional registration of lecturing activity. Pedagogical portfolio.	Reflection on formal and informal competence and experience. Emphasis is placed on open education and the sharing of educational resources.

1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
<b>D. Impact and innovation</b>	<ul style="list-style-type: none"> <li>-Innovation</li> <li>-Entrepreneurship and commercialisation</li> <li>-Social innovation</li> <li>-Innovation in the public sector</li> <li>-Citizen science</li> <li>-Textbooks</li> <li>-Publishing activity</li> <li>-Research reports and studies</li> <li>-Application of research in public administration and industry</li> </ul>	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.
<b>E. Leadership</b>	<ul style="list-style-type: none"> <li>-Institutional and departmental leadership</li> <li>-Leadership in academic networks and projects</li> <li>-Leadership outside academia</li> <li>-Leadership in panels and other committee work</li> </ul>	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.
<b>F. Other experience</b>	<ul style="list-style-type: none"> <li>-Experience and competence from sectors outside academia.</li> <li>-Courses and discipline-related development work.</li> </ul>	CV system with links to source data.	Reflection on how these experiences contribute to the competence in general.

# Agreement on Reforming research assessment (ARRA)

## Core commitments

1. Recognise the diversity of contributions to, and careers in, research in accordance with the needs and nature of the research
2. Base research assessment primarily on qualitative evaluation for which peer review is central, supported by responsible use of quantitative indicators
3. Abandon inappropriate uses in research assessment of journal- and publication-based metrics, in particular inappropriate uses of Journal Impact Factor (JIF) and h-index
4. Avoid the use of international rankings in research assessment



# Signatories of ARRA (18.04.23)



# COARA

## Norwegian signatories:

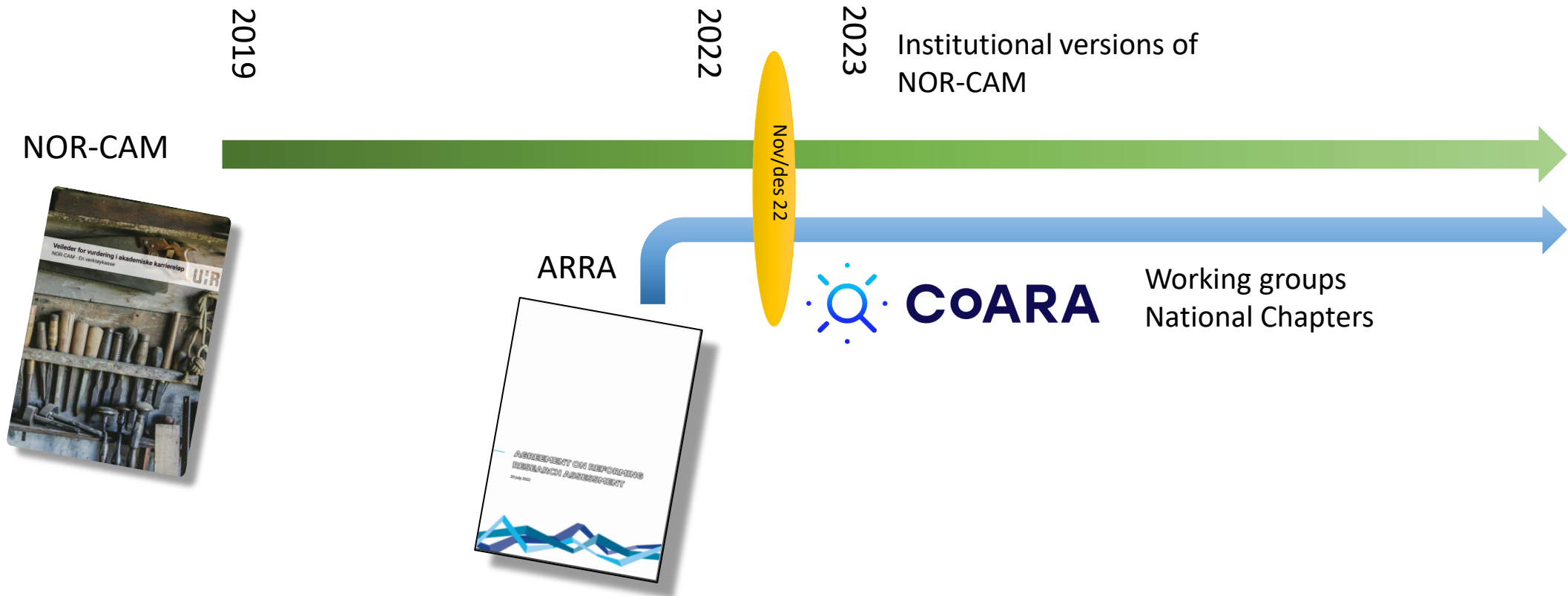
- Total signatories: 723
- EU-Commission/Horizon Europe and ERC have signed

1. Norges Forskningsråd
2. Høgskolen i Østfold
3. Universitets- og høgskolerådet
4. MF vitenskapelige Høyskole
5. Norges Idrettshøyskole
6. Universitetet i Stavanger
7. NTNU
8. UiT Norges arktiske universitet
9. Universitetet i Sørøst-Norge
10. Universitetet i Agder
11. Universitetet i Oslo
12. OsloMet Storbyuniversitetet
13. Universitetet i Bergen
14. Høgskolen i Innlandet
15. NIFU
16. VID vitenskapelige høyskole
17. NMBU
18. Lovisenberg diakonale høgskole
19. Musikkhøgskolen
20. Høgskolen i Molde



# Reform of research assessment

Norway: Two parallel processes in the same direction:





# CoARA working groups

## *WGs with Norwegian engagement:*

 Universities Norway, UHR:

- **Reforming Academic Career Assessment (ACA).** Coordinator: Rita Morais, European University Association (EUA) (*Contact person: Ragnar Lie, UHR*)
- **Multilingualism and language biases in research assessment.** Coordinator: Janne Pölönen, Federation of Finnish Learned Societies (*Contact person : Vidar Røeggen, UHR*)
- **Towards Open Infrastructures for Responsible Research Assessment:** Coordinator: Natalia Manola, OpenAIRE (*Contact person : Herman Strøm, UHR/USN*)

 The Research Council of Norway, RCN:

- **Improving practices in the assessment of research proposals.** Coordinator: Michael Arentoft, European Commission (*Contact person : Rune R. Schjølborg*)
- **Recognizing and Rewarding Peer Review:** Johan Rooryck, cOAlition S (*RCN is indirectly involved through cOAlition S*)

# Norwegian CoARA National Chapter

## NOR-CAM NETWORK

=  **CoARA** National Chapter

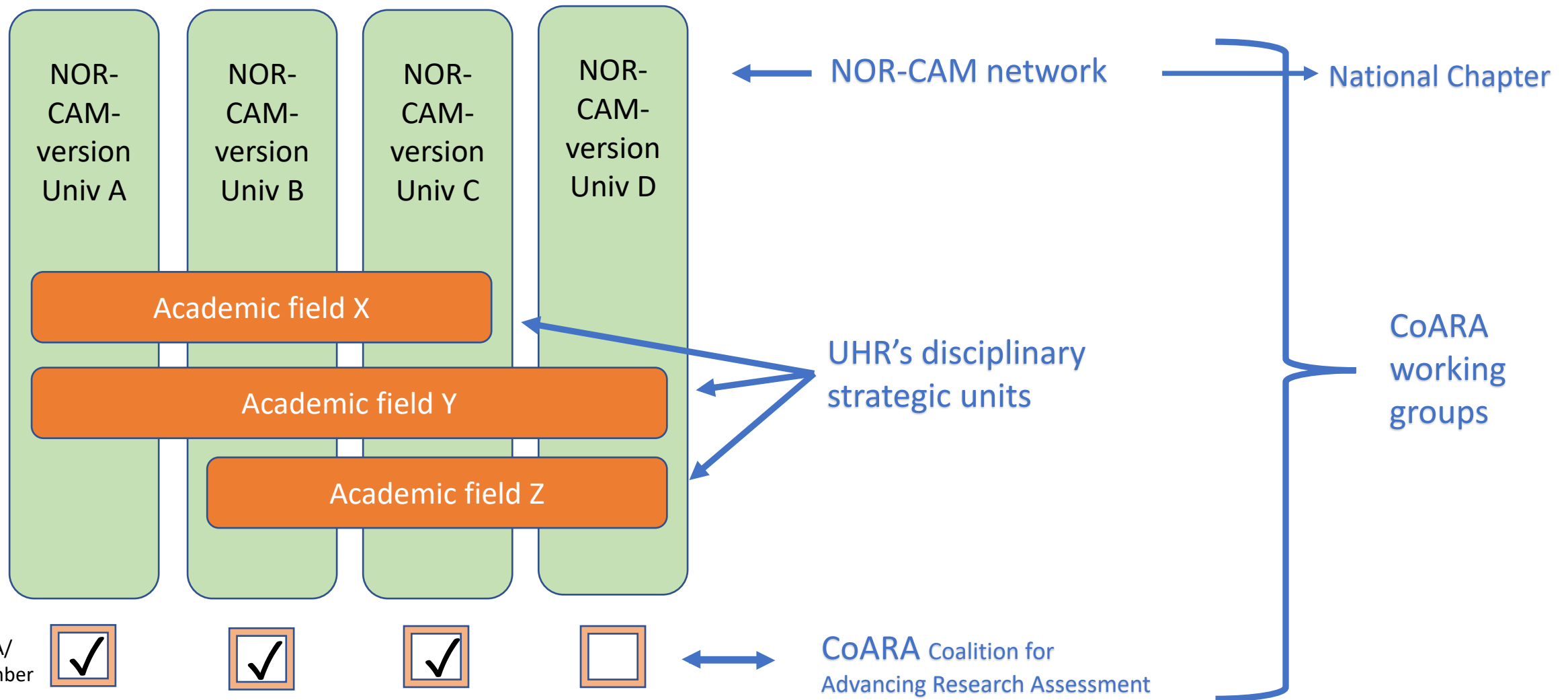
### Structure and membership

- Coordinated from Universities Norway (with 32 member institutions), but open beyond HEI-sector
- 2 representatives from each institution, one from the strategic leadership/rectorate *and one from HR*
- 4-6 in-person and digital meetings annually, and a common Teams space

### Main goals:

1. To share experiences and best practices on the development of institutional versions of the NOR-CAM framework
2. To create an arena for discussing practical and strategic aspects of the European Agreement on Reforming Research Assessment (ARRA), both for institutions that have signed and takes part in CoARA, and for those who have not yet signed or are considering to sign

# Working with NOR-CAM og CoARA – Linking universities and academic fields



# Who does what?

- **The institutions:**

- ✓ NOR-CAM/ARRA and the principles behind it should be supported by the institution's management and be incorporated into the institution's career and HR policy.
- ✓ The institutions should update their guidelines for the announcement of academic positions and for assessment in connection with employment and promotion.
- ✓ Scientific assessment committees should be followed up to ensure that the new system is implemented in practice.

- **Funders:**

- ✓ Use NOR-CAM/ARRA as a tool for assessing applicants and project participants' competencies when assessing research projects, as well as in evaluation of research areas

- **Authorities:**

- ✓ Ministry of Education and Research: incorporate the principles of NOR-CAM/ARRA into the new national framework for the evaluation of Norwegian research and higher education.
- ✓ Directorate for ICT and joint services in higher education and research: Develop infrastructure that makes it easy to import, register and retrieve documentation of results and competence

- **Academic staff:**

- ✓ Use NOR-CAM/ UiS-CAM to document achievements and competencies with components from the entire range of academic activities.



Thank you for your attention!

