The ways of responsible research evaluation and the role of librarians

@zehrataskin

Who am I?

Researcher, Adam Mickiewicz University, SCRG, Poland

Associate professor, Hacettepe University, LIS, Turkey

Co-founder of Scholarly Communication Network

Research subjects: Research evaluation, new tools and techniques, responsible research evaluation systems

What is research?

What is research evaluation?

Outputs of scholarly activities

Articles, proceedings, books, chapters etc.

Evaluating research?

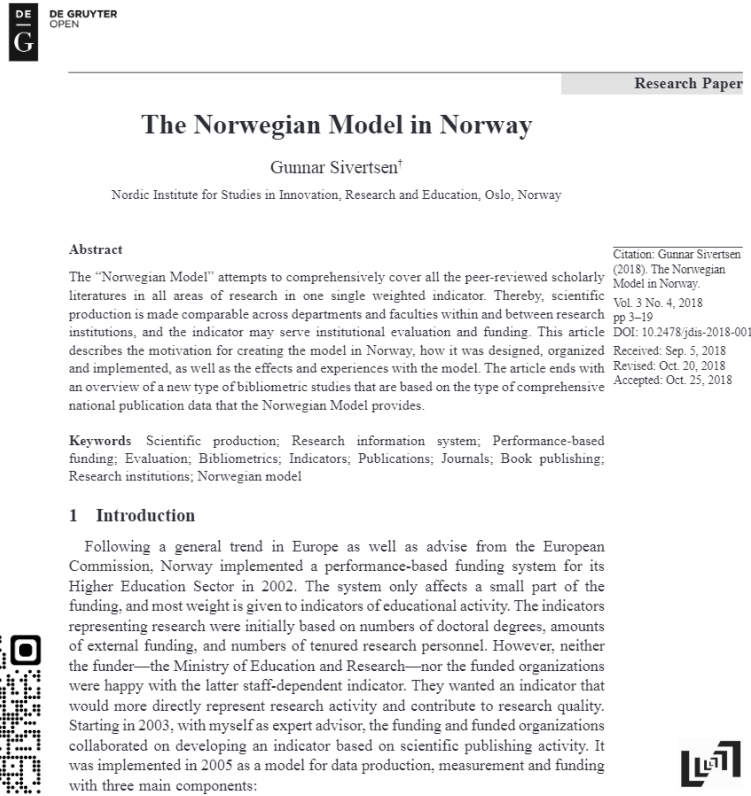
The measuring tool

All researchers are the same...

All research outputs are the same...

Equity, diversity and research integrity

Enhancing research evaluation



DE GRUYTER OPEN

Research Paper

The Norwegian Model in Norway

Gunnar Sivertsen†

Nordic Institute for Studies in Innovation, Research and Education, Oslo, Norway

Abstract

The "Norwegian Model" attempts to comprehensively cover all the peer-reviewed scholarly literatures in all areas of research in one single weighted indicator. Thereby, scientific production is made comparable across departments and faculties within and between research institutions, and the indicator may serve institutional evaluation and funding. This article describes the motivation for creating the model in Norway, how it was designed, organized and implemented, as well as the effects and experiences with the model. The article ends with an overview of a new type of bibliometric studies that are based on the type of comprehensive national publication data that the Norwegian Model provides.

Keywords Scientific production; Research information system; Performance-based funding; Evaluation; Bibliometrics; Indicators; Publications; Journals; Book publishing; Research institutions; Norwegian model

Citation: Gunnar Sivertsen (2018). The Norwegian Model in Norway.
Vol. 3 No. 4, 2018
pp 3–19
DOI: 10.2478/jdis-2018-0017
Received: Sep. 5, 2018
Revised: Oct. 20, 2018
Accepted: Oct. 25, 2018

1 Introduction

Following a general trend in Europe as well as advise from the European Commission, Norway implemented a performance-based funding system for its Higher Education Sector in 2002. The system only affects a small part of the funding, and most weight is given to indicators of educational activity. The indicators representing research were initially based on numbers of doctoral degrees, amounts of external funding, and numbers of tenured research personnel. However, neither the funder—the Ministry of Education and Research—nor the funded organizations were happy with the latter staff-dependent indicator. They wanted an indicator that would more directly represent research activity and contribute to research quality. Starting in 2003, with myself as expert advisor, the funding and funded organizations collaborated on developing an indicator based on scientific publishing activity. It was implemented in 2005 as a model for data production, measurement and funding with three main components:

5 Component C: Incentives and funding

There are two main variants of performance-based funding of research institutions in Europe: the evaluation-based variants (Italy, United Kingdom, Portugal), and the indicator-based variants (most other European countries) (Hicks, 2012; Jonkers & Zacharewicz, 2015). The Norwegian model was developed for indicator-based funding. It is, however, not an alternative to research evaluation. Research evaluations with expert panels are also practiced for formative purposes and with no with direct consequences for institutional funding (Sivertsen, 2017). In general, countries with indicator-based funding of research institutions do not rely solely on bibliometric indicators. Other indicators may be for example be external funding or the number of doctoral degrees. In addition, the indicators usually reallocate only a minor part of the total funding. Consequently, the economic consequences of an institution's score on the publication indicator in the Norwegian model are therefore relatively small in all countries. In Norway, the publication indicator reallocates less than 2% of the total expenses in the Higher Education Sector. One publication point represents less than 3,000 Euro.

https://sciendo.com/article/10.2478/jdis-2018-0017

Uses of journal lists

Received: 16 March 2021 | Revised: 18 June 2022 | Accepted: 28 July 2022
DOI: 10.1002/asi.24706

RESEARCH ARTICLE

JASIST WILEY

Uses of the Journal Impact Factor in national journal rankings in China and Europe

Emanuel Kulczycki[1] | Ying Huang[2,3] | Alesia A. Zuccala[4] |
Tim C. E. Engels[5] | Antonio Ferrara[6] | Raf Guns[5] | Janne Pölönen[7] |
Gunnar Sivertsen[8] | Zehra Taşkın[1,9] | Lin Zhang[2,3]

[1]Scholarly Communication Research Group, Adam Mickiewicz University, Poznań, Poland
[2]Center for Studies of Information Resources, School of Information Management, Wuhan University, Wuhan, China
[3]Centre for R&D Monitoring (ECOOM) and Department of MSI, Katholieke Universiteit Leuven, Leuven, Belgium
[4]Department of Communication, University of Copenhagen, Copenhagen, Denmark
[5]Centre for R&D Monitoring (ECOOM), Faculty of Social Sciences, University of Antwerp, Antwerp, Belgium
[6]Agenzia Nazionale di Valutazione del Sistema Universitario e della Ricerca (ANVUR), Rome, Italy
[7]Federation of Finnish Learned Societies, Helsinki, Finland
[8]Nordic Institute for Studies in Innovation, Research and Education, Oslo, Norway
[9]Department of Information Management, Hacettepe University, Ankara, Turkey

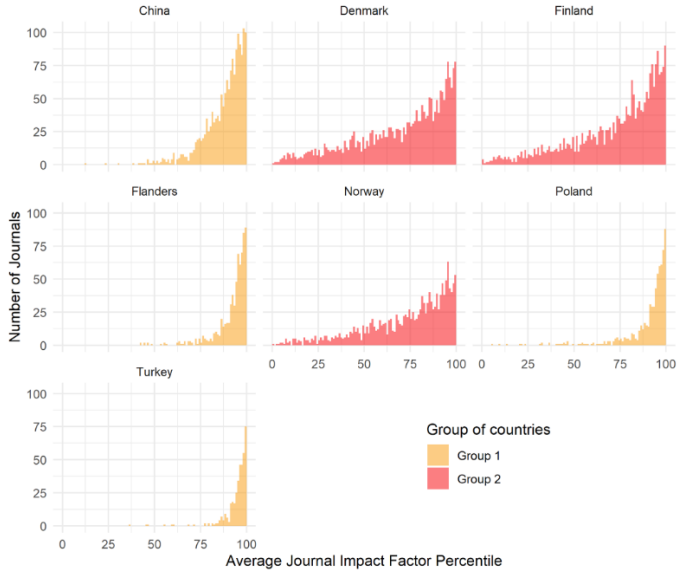
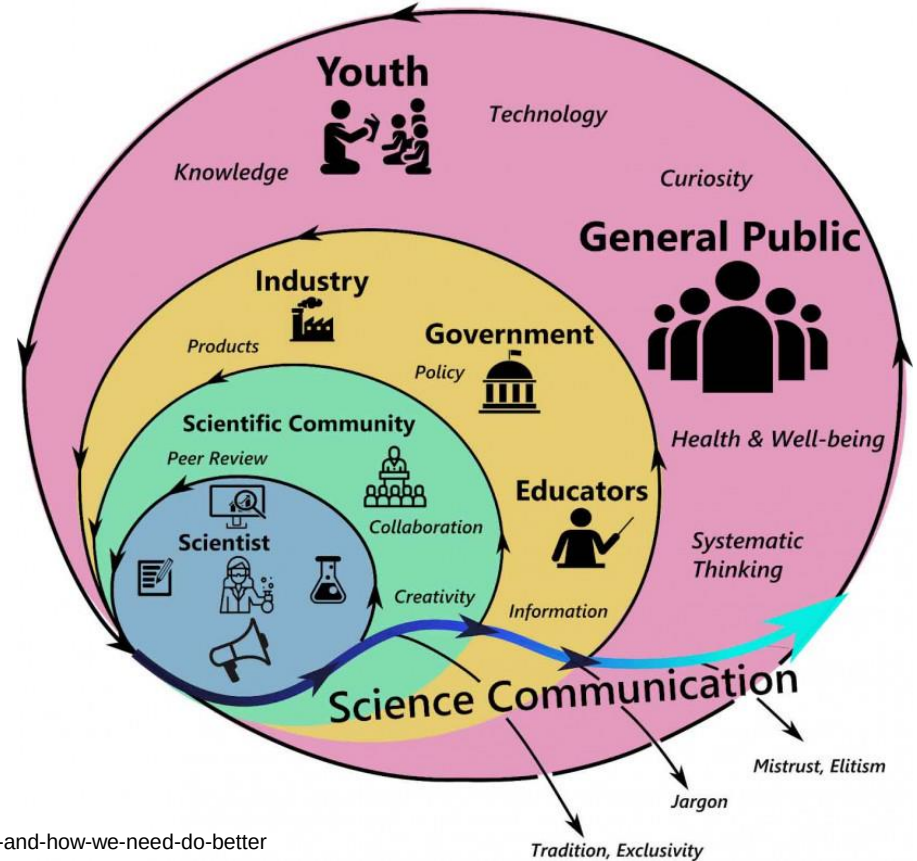


FIGURE 1 Distribution of the Average Journal Impact Factor Percentile for top-tier journals with a Journal Impact Factor across countries

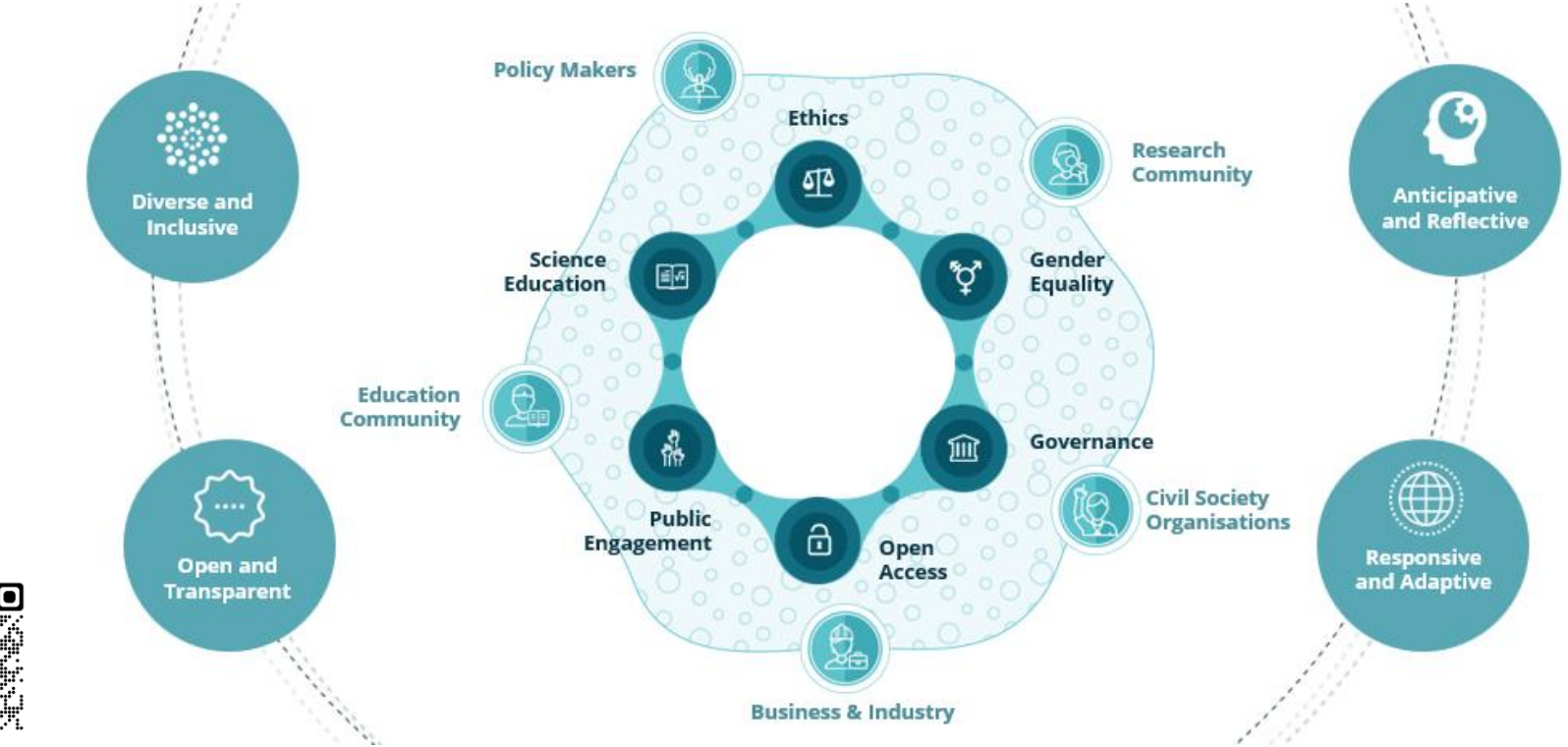
https://asistdl.onlinelibrary.wiley.com/doi/epdf/10.1002/asi.24706

Scholarly vs. science communication



https://scripps.ucsd.edu/news/lets-talk-about-science-why-and-how-we-need-do-better

Responsible research and innovation



https://rri-tools.eu/en/about-rri

Core competencies of a SC librarian

https://www.nasig.org/Competencies-Scholarly-Communication

1.

Personal strengths

Collaboration
Communication skills
Enthusiasm/ambition
Generalist
Comfort with change and ambiguity
Personable

2.

Background knowledge

LIS
Open access movement
Scholarly publishing landscape
Bibliometrics
Digital preservation
Metadata standards
Copyright
Open educational resources
etc.

3.

Technical skills

General understanding of repository platforms

Data management solutions

Publishing platforms

Faculty profiling systems

The interrelations between these systems

4.

Potential areas of emphasis

Institutional repository management

Publishing services

Copyright services

Data management services

Assessment and impact metrics

The ways of responsible research evaluation and the role of librarians

@zehrataskin