Title: Rethinking Research Evaluation, or How To Start a Campus Conversation About Measuring What You Value Rather Than Valuing What You Can Measure

Instructor(s): Nicky Agate, PhD, Assistant Director, Scholarly Communication and Digital Projects, Columbia University Libraries; http://nickyagate.com/cv/

Description:

Why do some research outputs "count" and others don't? Why are single-authored articles in closed-access publications and citations in scholarly literature rewarded above collaborative, innovative projects: open-access writings, projects that bring traditionally underrepresented voices to the table, publicly engaged scholarship, and inclusion in syllabi?

Research assessment so often becomes a numbers game that provides perverse incentives to academics to treat graduate students horribly, steal each other's ideas, denigrate competitors' research in peer review – or openly ridicule earnest peer review of hoax papers. The system allows academics to cite only their friends, insist an entire cohort of PhD students cite them in every work, make undergraduates buy their $250 book, or change their research to suit the metrics. But if researchers are evaluated on the end products of their research alone, then how they achieve those products doesn't matter – the end justifies the means.

Most metrics currently in use are all about the end product rather than the process of research. They represent a numbers game that has everything to do with quantity and little to do with quality. Striving to win at that game often causes scholars to ignore the kinds of collaborative, interdisciplinary, mentoring, or public projects that enrich the academic community as a whole.

On the first day of this course, we will begin by discussing how a change in incentives is necessary to bring about a change in behavior, highlighting several recent initiatives that seek to redress the inequities of article-slanted impact factors and citation scores in favor of more transparent, diverse, and ethical indicators of research assessment (DORA, EvalHum, HumetricsHSS). Participants will be asked to put their cynicism aside and to consider the academy as a locus of shared, if debatable, values. What would a more diverse, more open, more equitable research landscape look like?

On Day 2, using the HuMetricsHSS framework as a guide, participants will work alongside others to argue for, negotiate, and perhaps reformulate their own values to emerge in a space of productive compromise that could form the basis of a new kind of research evaluation. They will then work in small groups to interrogate how that negotiated set of values might be enacted in the processes and production of research writ large – and how such a performance of those values might be assessed. The goal is to model an approach to beginning a conversation about shared values, and values-based evaluation, that could be replicated in a participant's own department or institution.

Level: All levels

Intended audience: The course is intended for librarians, researchers, faculty members, chairs, and deans. It will be of particular interest to those involved with research evaluation, reforming tenure and promotion, recognition of digital and nontraditional forms of scholarly communication, and transforming the culture of higher education.

Requirements: Some advance reading will be required.

Course Learning Objectives

At the end of this course, participants will be able to:

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Course Topics

This course will be presented over two days for 3 hours each afternoon and will cover these topics:

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Course Schedule

Day 1 **<Add topics below and instructor who will be teaching each topic>**

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Day 2

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Course Materials and Supplies Required **<List requirements to participate, such as documents, books, laptops needed, downloads, etc.** Please note instructors may upload course materials by dragging them to the course folder.

Students are expected to have <read, downloaded, etc> this material before the course begins:

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Other Resources **<List links to helpful articles, downloads, whatever you think will help students but is not required as part of the class>**

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Other Helpful Information

<Add anything else you wish to communicate to students>