

● *Open Science Lunch, 27.11.2025*

The NyEval study of research assessment reform in Norway

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RCN Collaborative and Knowledge-building Project 2025-2028

Project Partners

NIFU

Nordisk institutt for studier av
innovasjon, forskning og utdanning

Nordic Institute for Studies in
Innovation, Research and Education

FORSKER FORBUNDET



The Young Academy of Norway

U:R Universities Norway

NIFU

- Project User Panel
 - Project Partners
 - Research Council of Norway (RCN)
 - Ministry of Education and Research (KD)

Aim

Understand drivers and barriers to research assessments reforms

Research topic

Accompanying research to CoARA-related / inspired reforms in Norway

- DORA (2012)
 - Declaration on Research Assessment <https://sfdora.org/about-dora/>
- NOR-CAM (2021)
 - Norwegian Career Assessment Matrix [nor-cam-a-tool-box-for-assessment-and-rewards.pdf](https://www.coara.org/nor-cam-a-tool-box-for-assessment-and-rewards.pdf)
- ARRA (2022)
 - Agreement on Reforming Research Assessment <https://www.coara.org/agreement/the-agreement-full-text/>
- CoARA (2022)
 - Coalition for Advancing Research Assessment <https://www.coara.org/>

Aim

Understand drivers and barriers to research assessments reforms

Research Questions

1. What are the CoARA-related **changes** implemented in Norway?
2. What are the **objectives** of the changes?
3. What effects (if any) do **reviewers** experience from e.g. new CV requirements or new review guidelines? Do they **change assessments practises**?
4. What effects (if any) do different groups of **applicants** (*gender, field, age*) anticipate from e.g. new CV requirements or review guidelines? Do anticipated effects **influence their research activities**?
5. What is the potential of CoARA-motivated changes to **impact the Norwegian research system**? How?
6. What are the **drivers and barriers** for (such) changes, and how do drivers and barriers **vary** between research fields, and between organisations or levels in organisations?

Entry points to understand RAR

- How research quality notions develop and institutionalise
 - *Field-type quality notions*
 - self-regulated community
 - joint responsibility for quality
 - *Space-type quality notions*
 - setting priorities and allocating resources
 - *Notions develop in tandem*



Stephanie Cortez

Entry points to understand RAR (2)

- The reward and incentive system in science
 - To build/maintain a research career
 - Strong incentives to comply with assessment criteria
 - Accumulate academic capital
 - Enjoy an independent/privileged position



Entry points to understand RAR (3)

- Norms that research assessments (often) are supposed to comply with
 - Preestablished impersonal criteria
 - Disinterestedness/impartiality
 - Thoroughness/organised scepticism
 - Transparency, fairness, equity
 - Efficiency
 - ...
- What is perceived to be at stake in reform processes?



Entry points to understand RAR (4)

● The role of quantitative indicators in peer review

- Limitations of metrics are generally acknowledged
- Still, widely used
 - easy to access/use
 - demand less time/efforts
 - perceived help to get overview
 - normal/legitimate in some fields
 - may be perceived to reflect e.g. productivity or performance
- To moderate use may be hard



Empirical approach

● WP1 Employment and promotion of academic staff at Norwegian universities

— Document Analysis

- ARRA action plans; Local versions of NOR-CAM
 - Study org.-level changes and their motivations
- Hiring and promotion guidelines; Job postings templates
 - Identify changes 2016-2027

— Survey 2025 and 2027

- Academic staff and leaders at 11 universities
 - Views & experiences of changes
 - Compare 2025 and 2027

— Case studies: Selected universities/fields 2026-2027

- Interviews actors/stakeholders
- Documents to department, faculty and university boards and committees.
 - Understand local processes
- Application, review, job posting data (2020 and 2025?)
 - Observable changes criteria/procedures/emphases?

● WP2 Assessment of research grant proposals, RCN and Foundation Dam

— Document Analysis

- Changes relevant to CoARA/NOR-CAM: evaluation criteria, application forms, CV templates and guidelines/instructions (2017-2027)

— Application/Applicant and Reviewer Data Analysis

- Study grant applications/CVs, reviewer scores and feedback
- CoARA/NOR-CAM-relevant alterations in characteristics of applicants and grantees over time?

— Surveys

- Grant applicants and reviewers
- Views & experiences on CoARA/NOR-CAM-relevant modifications and quantitative indicators.
- Changes in proposal writing / reviewing.

— Interviews

- Funding agencies' staff: motives/drivers and barriers to reform

WP1 Survey of academic staff 2025 and 2027

Respondent groups and topics:

- To **temporary/fixed term** staff

What do you think will be emphasized if you apply for a permanent academic position at your university today?

- To **permanent** staff

What do you think will be emphasized if you apply for a promotion at your university today?

Score degree of expected emphasize,
20 **qualifications/criteria** on a scale from
1 to 5

- **Expert / hiring committee members** for hiring associate professor / for professorial promotion 2024-25

- What was emphasized in the assessment / recommendation of the candidate(s)?

- To **all**

- Should what is emphasized for appointments to permanent academic positions at your university be changed?

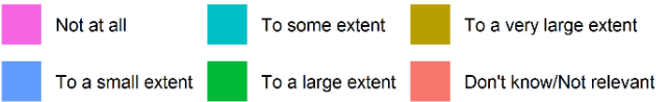
Should have less weight
than today

Should have the same
weight as today

Should have more
weight than today

Sample:

Academic staff at 11 universities
4439 responses (27.8% responded)



Expected emphasis

(Q4) What do you **think** will be emphasized if you apply for a **permanent academic position** at your university today?



(Q5) What do you **think** will be emphasized if you apply for a **promotion** at your university today?



Reported emphasis

(Q8) **Recommendation** committee/interview committee/similar for the appointment of an **associate professor**. “What was emphasized in the recommendation of the candidates?”



(Q9) **Expert committee** for the appointment of an **associate professor**: “What was emphasized in the assessment of the candidate?”

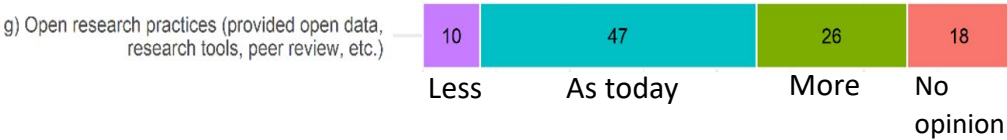


(Q10) **Expert committee** for **professorial promotion**: “What was emphasized in the assessment of the candidate?”

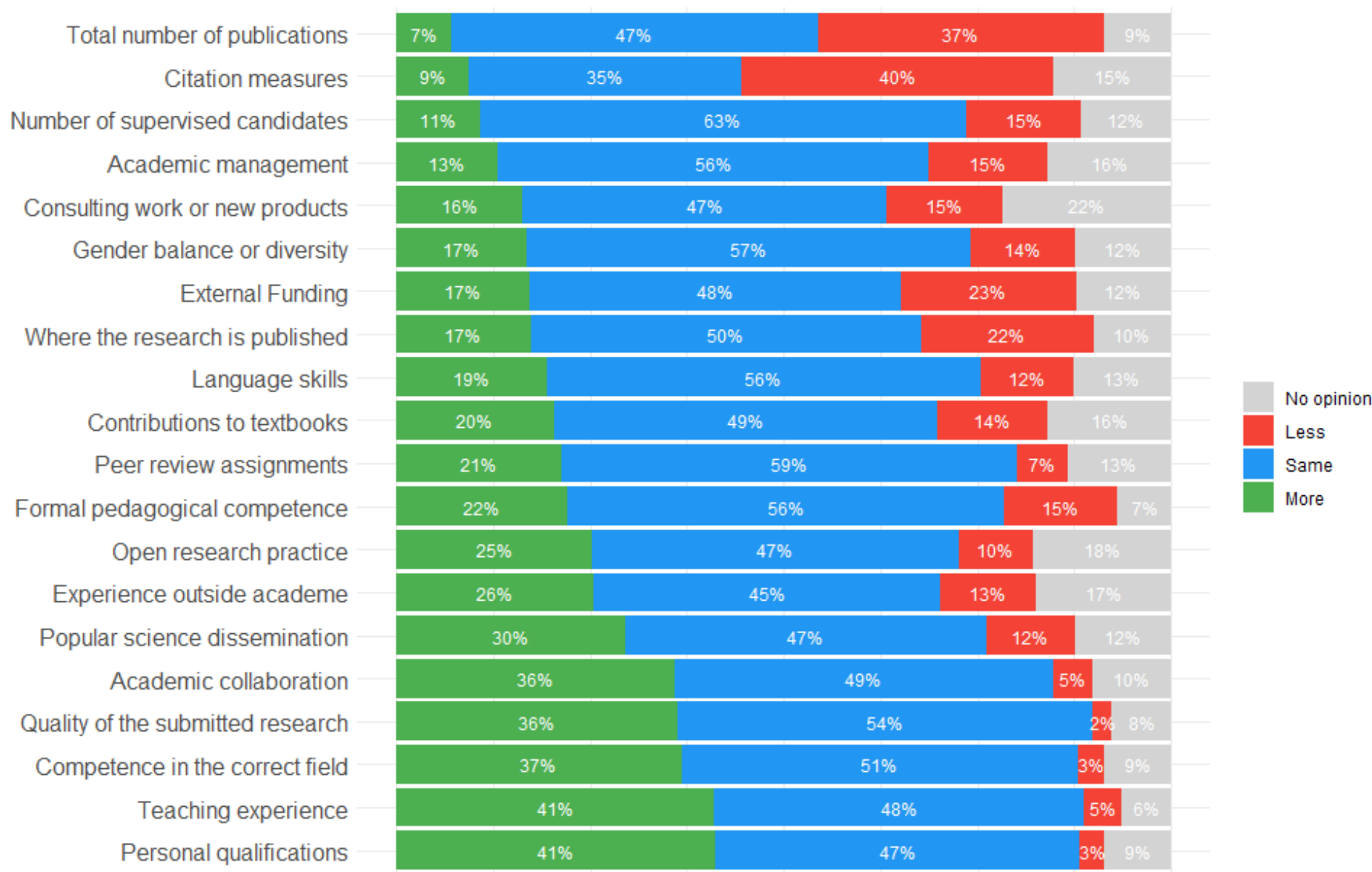


Wanted emphasis

(Q11) Should what is emphasized for appointments to permanent academic positions at your university be changed?



Q11. Should what is emphasized for appointments to permanent academic positions at your university be changed?

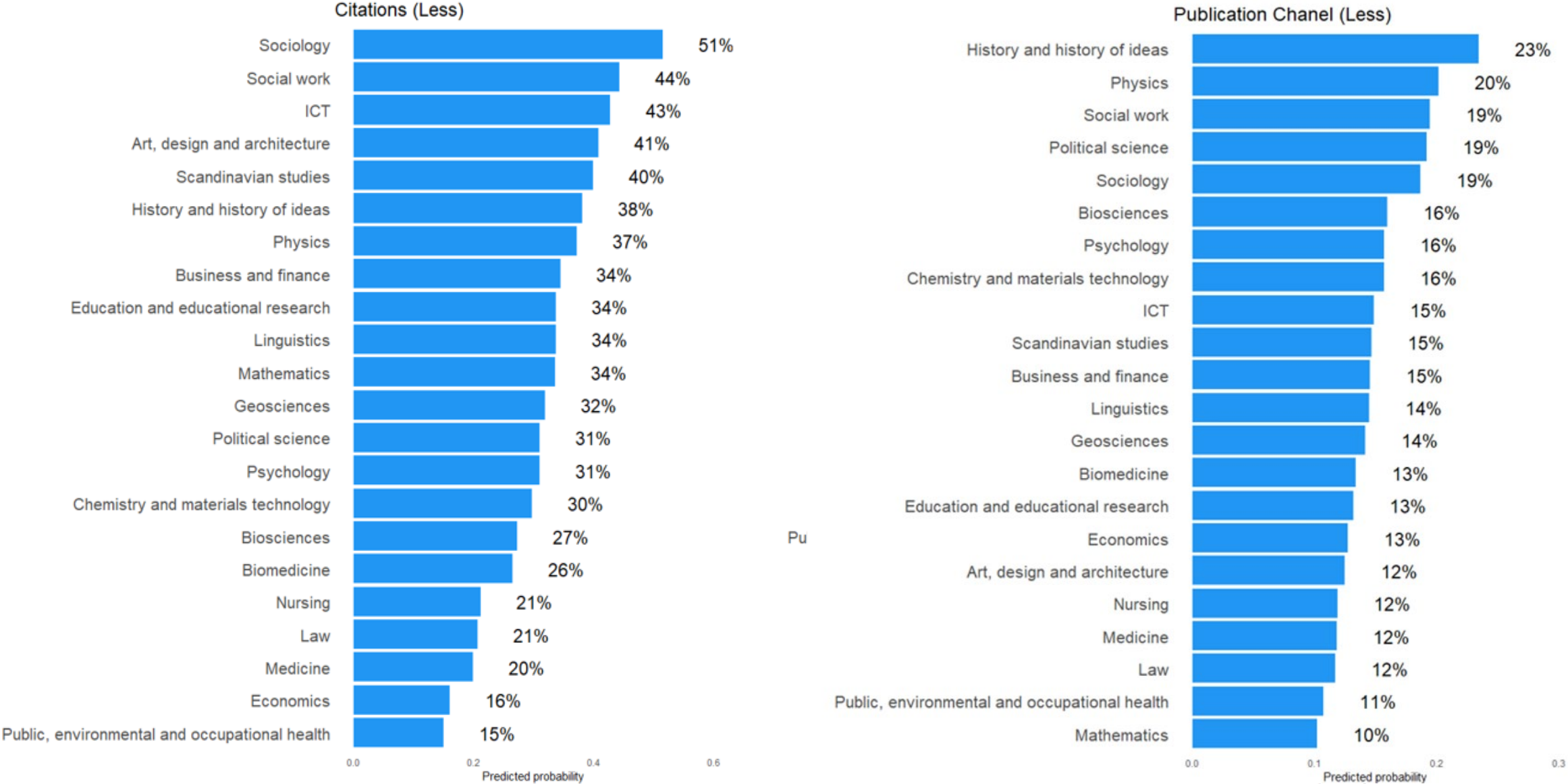


Category headings in the questionnaire:

- Academic qualifications
- Educational qualifications
- Dissemination/societal interaction/innovation
- Other qualifications and considerations

Predicted share of academic staff preferring less emphasis on citations and publications channel for appointment to permanent position, by discipline (For male professors).

NyEval
Survey
2025



**More about
the survey**

Coming

**Seminar at NIFU 9. December 14h00
(also online): Presentation and discussion of
survey results**

<https://www.nifu.no/apent-nifu-seminar-9-desember-2025-hva-bor-vektlegges-i-vurderinger-for-vitenskapelig-stilling/>

Soon on nifu.no:

NIFU Working Paper 2025:18

**Academics' views on changes in assessments
for appointment and promotion**

Results from a survey of Norwegian academics - Round 1



● Thank you for your attention!

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More about NyEval at nifu.no

[New ways of evaluating research and researchers.](#)
[CoARA in the Norwegian research system \(NyEval\) –](#)
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