



Broadening merits: Recognizing Open Science contributions in research

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Structure

Background

1. Open science
2. The evaluation and assessment of research

Possible developments

1. Metrics on openness
2. Reformed evaluation / narrative CVs
3. Open assessment systems

Concluding reflections

1. Open science

- A longstanding idea of science being accessible to all
- The Internet and the World Wide Web
- The ‘serials crisis’ and the early open access movement
- A general call for transparency and evaluation
- “(Open)Data as the new oil” (Nolin 2020).
Competitiveness in the global economy

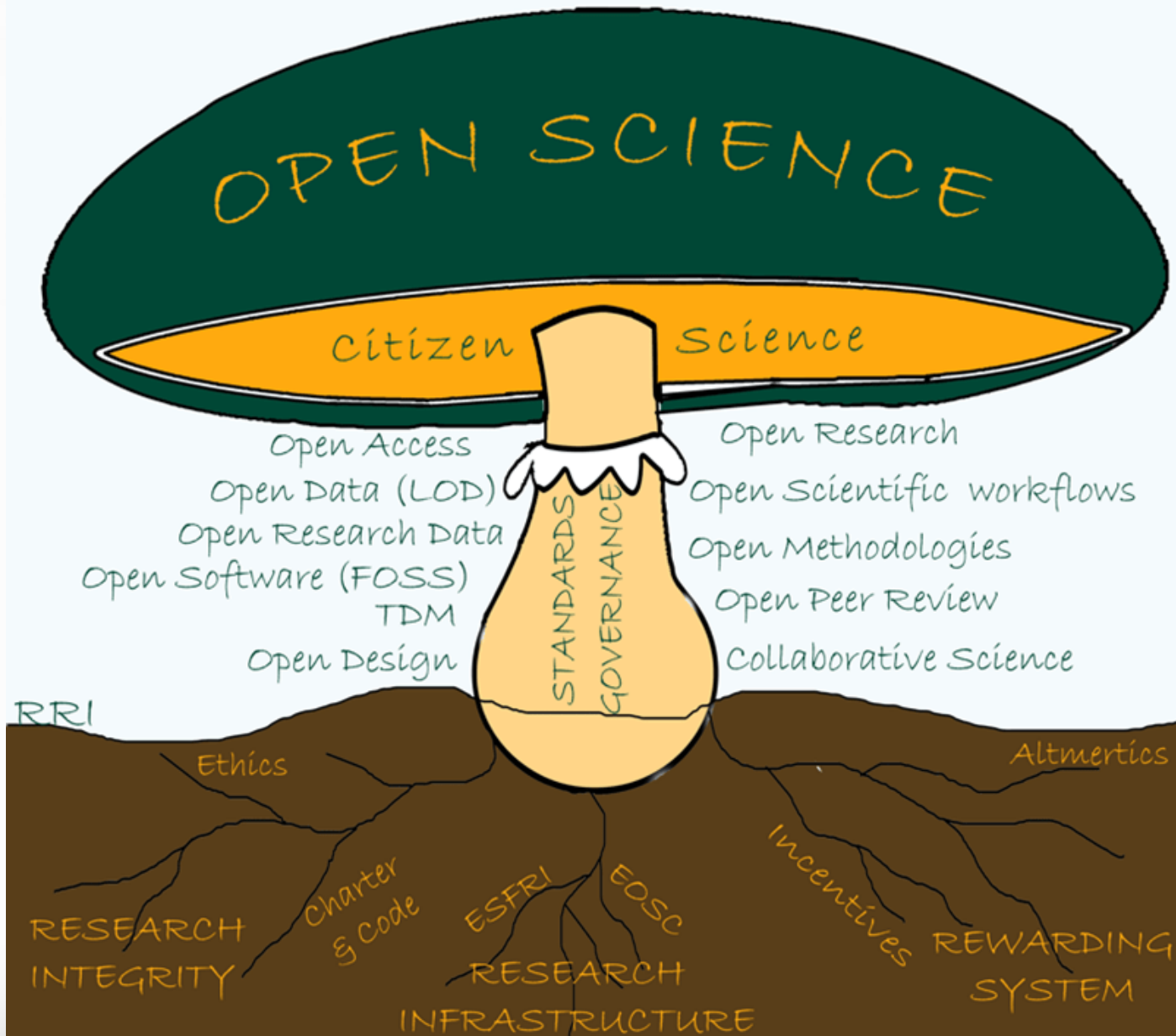


Image from: <https://blogs.lse.ac.uk/impactofsocialsciences/2023/08/14/the-benefits-of-open-science-are-not-inevitable-monitoring-its-development-should-be-value-led/> Source: [OpenAire](#) (based on [Eva Méndez](#)).

Critical perspectives on Open science

- Open science (research) being dominated by particular disciplinary perspectives
- Open is not free (Lund & Zukerfeld 2020)
- "Platform capitalism meets open science; romance ensues" (Mirowski 2018)
- "Open Access was not a rebel, not an activist—it sounded like everyone else." (Haider 2015)
- Open science as yet another administrative burden

2. Evaluation and metrics

Let's change
what we value
in research.



2012



2015

Helsinki Initiative
on Multilingualism

2019



2022

The evaluation society

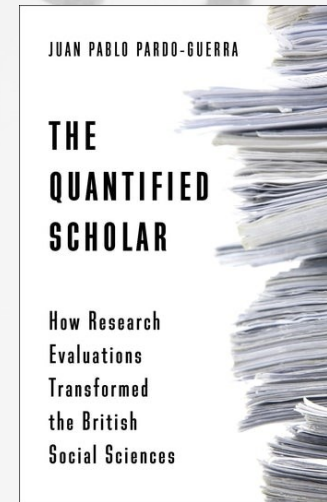
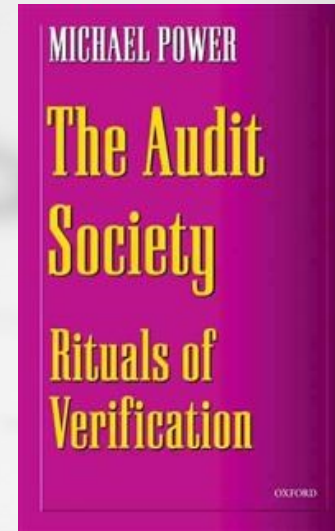
The audit society (Powers, 1997),
Audit cultures (Strathern 2000),
- demands for accountability
- handling risk (Cf. Ulrich Beck)

The evaluation society (Dahler-Larsen, 2012)
- ‘Evaluation as a ritual’

The Quantified scholar (Pardo-Guerra 2022)

“Det omätbaras renässans” (Bornemark, 2018)
- ‘förpappring’ (Hofvendahl, 2006)

New Public management / Neoliberalism



Are evaluative bibliometrics neoliberal? A historical and theoretical problematization (Hammarfelt & Hallonsten (2023)

The bibliometric landscape

- Macro: university rankings, international comparisons
- Meso: allocating resources between and within institutions
- Micro: individual use, for promotion or hiring

Possible effects of metric evaluation

1

Strategic behaviour and goal displacement

Focusing on scoring well, rather than doing good and relevant research

3

Bias against interdisciplinarity

(for example through disciplinary journal rankings)

2

Task reduction

Activities that does not count are demoted or abandoned (teaching, non-English publications, outreach)

4

Epistemological consequences

focus on research that quickly can be published in high impact journals resulting in more risky and lengthy projects being avoided

Effects in the humanities and social sciences?

1

Greater awareness (and worry) about publication practices. Expressed through workshops and courses about 'publication strategies'.

3

Possible tensions between younger researchers directed towards a international audience and more senior scholars

2

Increase in English language articles? Increase in the number of publications marked as 'peer reviewed'

4

Conflicts in fields (political science, sociology and partly history) where different traditions in publishing co-exists

Disciplinary differences in assessment

	Biomedicine	Economics	History
“Indicators” (judgment devices)	Reputation of Journal Impact factor H-index Citations Prizes	Reputation of publisher/journal Journal ranking Citations H-index Prizes	Reputation of journal/publisher Prizes Reviews
Temporal orientation	Present	Future	Past
Boundary keeping	Limited	Method-based	Training important

Is “openness” assessed in evaluating researchers?

Simple answer: **No**

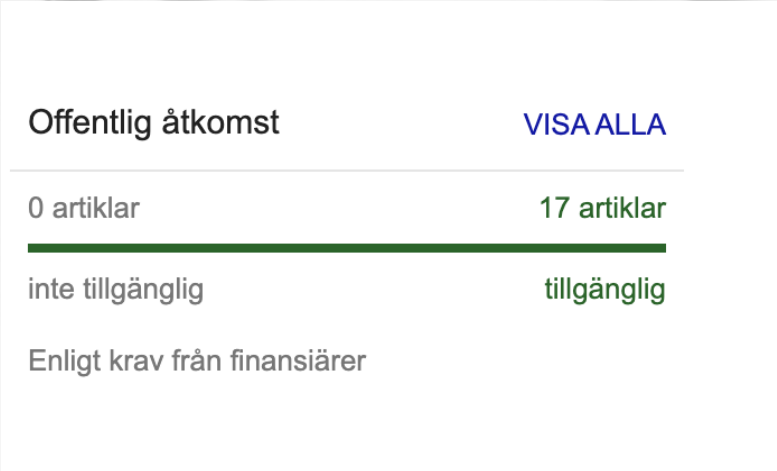
- Helgesson, Nelhans & Joelsson (2020) studied 17 guidelines, 112 referee reports, and found 0 mentions of “open access” or open research practices. (They studied the assessment of “docents” at six universities in Sweden)

What about societal interaction? (samverkan)

- Contrary to “open research” interaction with society is mentioned in assessments. It has a minor role, but a few referees (sakkunniga) highlight it as important).
- Disciplinary differences: in **economics** societal interaction often takes the form of “expertise” (committees, writing reports etc.). In **history** the role of “public educator” is more common (Hammarfelt 2021)
- Referees that themselves are engaged in societal outreach will emphasize it when evaluation others. Maybe a similar pattern is likely regarding Open Science?

Possible developments 1.

- **Openness as a metric**
- The addition of indicators, and evaluation systems, measuring openness
- Likely to result in a focus on particular "measurable" parts of open science



Offentlig åtkomst	VISA ALLA
0 artiklar	17 artiklar
inte tillgänglig	tillgänglig
Enligt krav från finansierare	

Google scholar feature showing nr of OA articles

All Journals

Search journals by title



TOP Standard

- Total TOP Factor
- Data Citation
- Data Transparency
- Analysis Code Transparency
- Materials Transparency
- Design & Analysis Reporting Guidelines
- Study Preregistration
- Analysis Plan Preregistration
- Replication
- Registered Reports & Publication Bias
- Open Science Badges

JOURNAL	TOTAL TOP FACTOR
1 Meta-Psychology	27
2 Advances in Methods and Practices in Psychological Science	25
3 Peer Community In Registered Reports	25
4 Global Environmental Psychology	24
5 Personality Science	24
6 Comprehensive Results in Social Psychology	23

<https://topfactor.org/>

Robinson-Garcia, N., Costas, R., & van Leeuwen, T. N. (2019). Indicators of open access for universities. *arXiv preprint arXiv:1906.03840*.

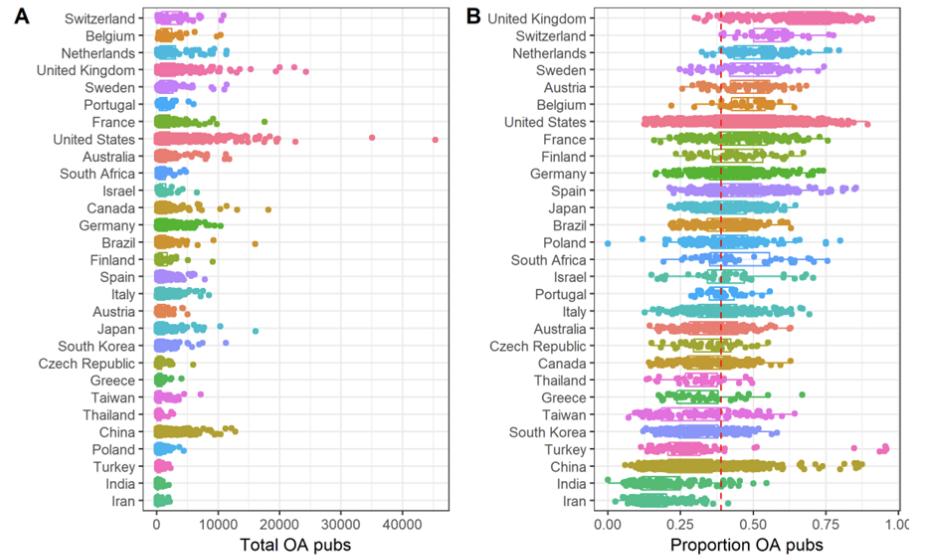


Figure 3. Distribution of universities based on their A) total number and B) proportion of OA publications for countries with > 5 universities included. Countries ordered by median proportion of OA publications. Red dashed line shows world median.

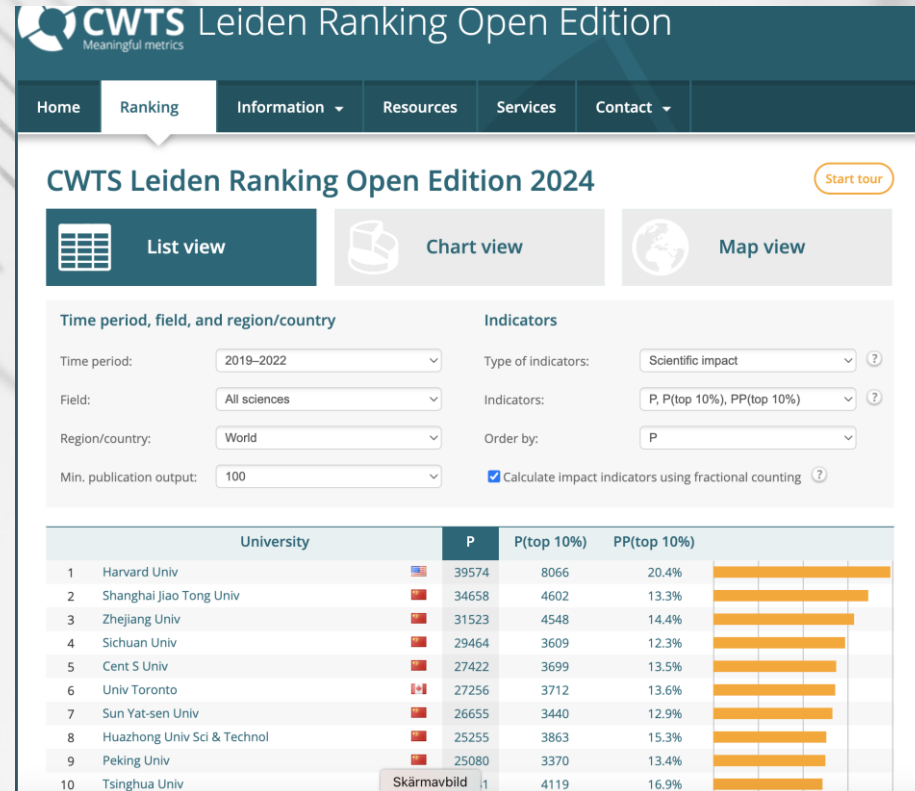
Possible developments 2.

- **Opening up assessment**
- Reform in how researchers are assessed
- Less reliance on indicators, and use of alternative methods like “narrative CVs”
- Likely to gain traction in a few elite institutions
- Risks of relying only on judgment? Bias?



Possible developments 3.

- **Open assessment procedures and indicators**
- Open data sources used in evaluation (OpenAlex)
- Greater transparency in peer review also when assessing research grants / academic positions
- Could improve quality of assessment, but perhaps too demanding in terms of resources?



Concluding remarks

- Support open science, but keep a critical distance
- Keep “open science” flexible, non-standardized, (vagueness as a strength, openness as a process)
- A thoroughly open science system demands reform in evaluation, funding etc.
- A risk that “openness” in research becomes a luxury good, which benefits the already well endowed

Thank you!

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