

**MUNI**



# **CoARA: Masaryk University experience**

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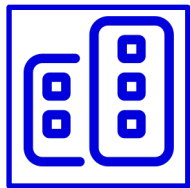
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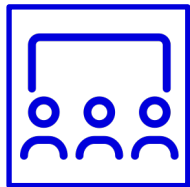
# Masaryk University



**10**  
faculties + 2  
institutes



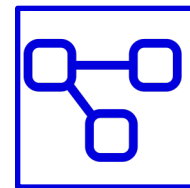
**5 000+**  
employees  
(2 200 academics)



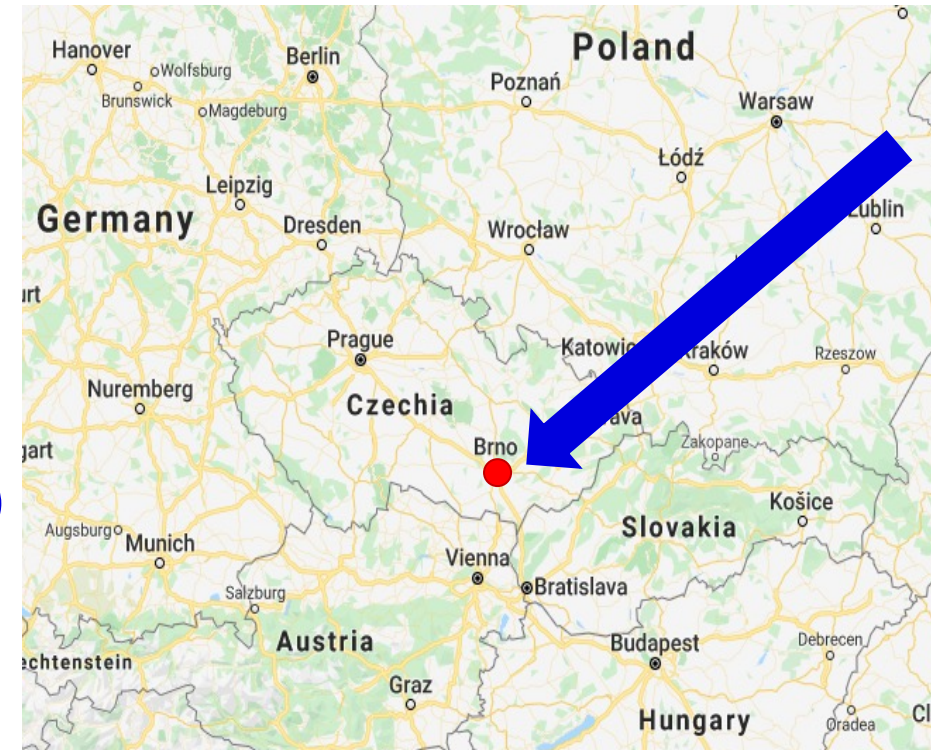
**150+**  
programmes



**33 000+**  
students



**1 500+**  
projects



# Starting point for adoption of the reform in the Czech Republic – a few honest claims

- CEE countries have different starting point.
  - Historical and cultural background → research and publication patterns (collaboration, language) and culture.
- Quantitative measures („solid“) × mistrust of peer review („to be abused“).
- Research evaluation:
  - Before 2017: publication points → *perverse motivations* (still alive).
  - After 2017: Five modules: metrics (performance) and peer review (outcomes, viability, relevance and strategies)
- Journal-level metrics have *major power in the notion of quality*.
- Most universities adapt their strategies to the national (external) evaluation (→ money).

# Masaryk University: motivations

- **Breaking the curse** of perverse research and publication motivations in Czech academia.
- A real will to change (**passion**).
- CoARA as a **trusted authority (EU)** for the communication of the reform.
- Freedom.
- Way to the **internationalisation**.
- MU: **opinion leader** (research assessment expertise and openness).
  - Responsible evaluation has become MU's important institutional value yet before CoARA.
  - Internal Research and Doctoral Studies Evaluation based on RRA principles in 2022.
- RRA is not a direct way to but creates **environment for excellence**.

# Masaryk University: Implementation

- Thanks to CoARA we can:
  - **Collaboration** between different university agendas.
  - **Broaden** our horizons: meet people, exchange ideas and discuss.
  - Build an **expertise** in research evaluation.
- Mapping: reform only makes sense if it happens at **all levels**.
- More transparent and simplified evaluative activities.
  - Changing the individual evaluations – reducing metrics, full range of academic activities.
  - Value-based evaluation.
  - Concept of quality notions in different disciplines.
- We can't (and don't want to) avoid using metrics, we **rethink the purpose**.  
Responsibility not (only) in the methods themselves but in their use.
  - Research **evaluation** (formative), **monitoring** (bibliometrics), **funding** (multidimensional indicators and contract)

# Remarks

- **Understanding** of the evaluation practices and impact on research policies and patterns.
  - ARRA covers the crucial principles but implementations **differ between national contexts. Diversity is OK.**
  - **People don't like changes.** Misinterpretation or bad communication may dehonest the whole reform (fear of losing „solid“ metrics?)
  - Risks: pretending the reform, „abusing“ the reform for relativizing the research quality (cultural change).
- **Working groups** – conceptualizing the commitments.
- **Synergies** with other initiatives (SCOPE, responsible metrics etc.).

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**Thank you for your attention**

