



**Trinity College Dublin**

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# The challenges of Open Science and cultural change

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# The challenges of Open Science (Research? Scholarship?) and cultural change

- Institutional Open Scholarship infrastructure
- Open Access / Data
- Research Assessment
- ‘Lost generation’



# Institutional Open Scholarship infrastructure

## European Commission : 8 Pillars of Open Scholarship

Future of Scholarly Communication

EOSC (European Open Science Cloud)

FAIR Data

Education & Skills

Research Integrity

Rewards

Next Generation Metrics

Citizen Science



# Institutional Open Scholarship infrastructure

## Utrecht University

### Five tracks

The scope of a programme on open science could potentially be very broad. In order to add focus, the UU Open Science Programme is centred around the following five tracks:



[OPEN ACCESS >](#)



[FAIR DATA & SOFTWARE >](#)



[PUBLIC ENGAGEMENT >](#)



[RECOGNITION AND REWARDS >](#)

Open Science in  
the Strategic Plan

[READ THE STRATEGIC PLAN >](#)



[OPEN EDUCATION >](#)



# Institutional Open Scholarship infrastructure

## Needs to be built around:

- Leadership
- Management / operational / infrastructural
- Engagement (rooted in the academic community)



# Open Access / Data

## Basic Premise:

Research needs to **accessible & transparent**

## Current Solution:

Institutional repositories (green open access)

**Aim: 100% Open Access**



# Open Access / Data

**Aim: 100% Open Access**

## **Problems:**

- Metrics
- Links to publishers
- Citability & verifiability

## **Current solution:**

- reform of copyrights / rights retention
- lobbying within academic community (democratizing research; findability)



# Research Assessment



## Coalition for Advancing Research Assessment

Our vision is that the assessment of research, researchers and research organisations recognises the diverse outputs, practices and activities that maximise the quality and impact of research. This requires basing assessment primarily on qualitative judgement, for which peer review is central, supported by responsible use of quantitative indicators.

**From quantitative to qualitative assessment**

**From numbers to narratives**





# Research Assessment

## Challenges:

- When do we assess research?
  - Appointment
  - Promotion
  - Funding (grant application)
  - ? (national differences)
  
- Have the assessors made the change?



# 'Lost generation'

