Issue Map

on Research Assessment
in the Humanities
and Social Sciences
Ver. 1

This map was created by the working group members of Japan Inter-institutional Network for Social Sciences, Humanities, and Arts (JINSHA) with the cooperation of MIRA TUKU, with the aim of raising awareness and creating a forum for dialogue among university research administrators (URAs) and the research community regarding fair and responsible research assessment. The issues/points of discussions related to research assessment in the humanities and social sciences, extracted from (1) literature on research assessment and (2) interviews with experts, are categorized by <regions> and arranged in consideration of their relationship to each other.
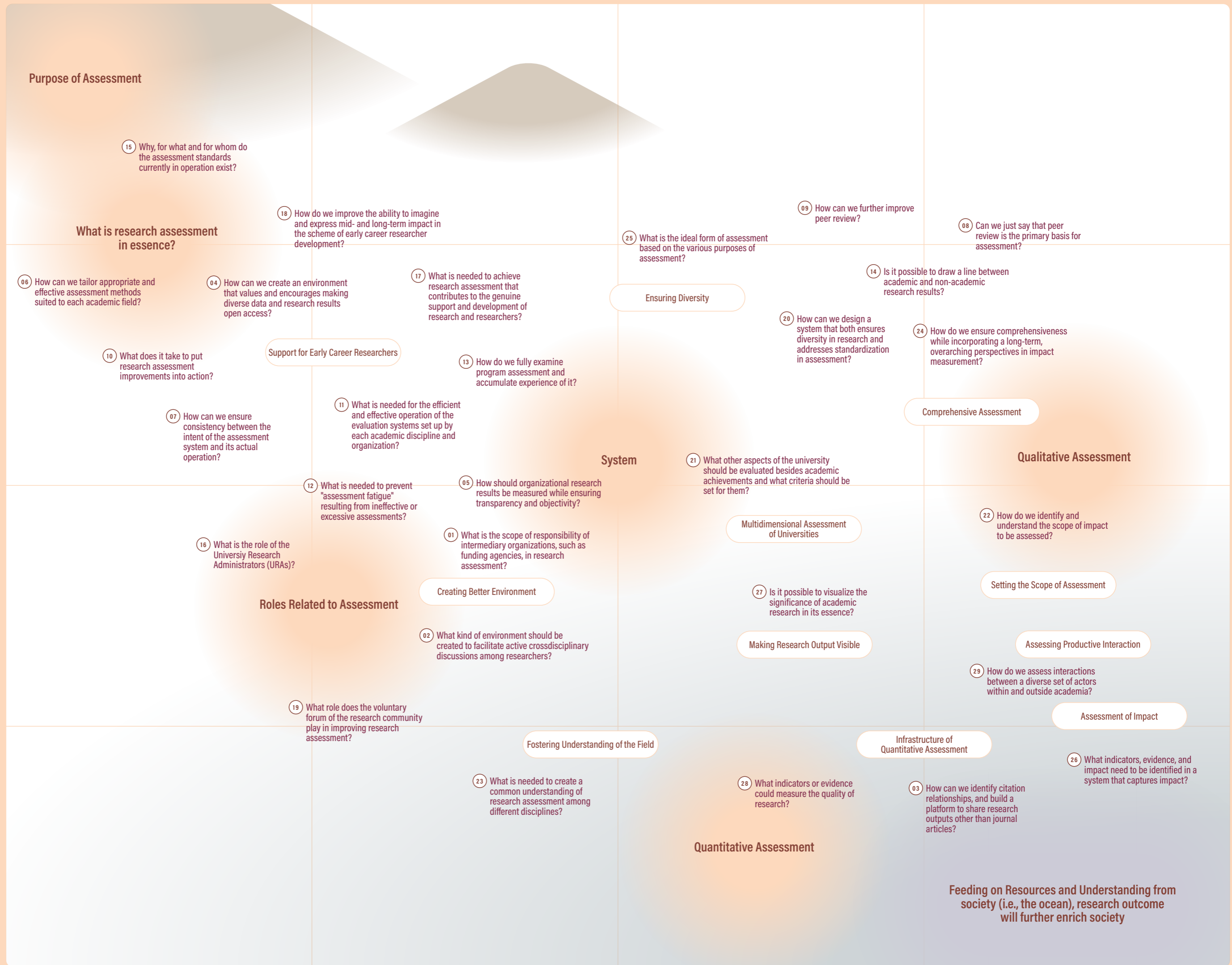
Starting from "Purpose of Assessment" in the upper left corner, it takes us through a set of issues regarding the assessment system itself and methods like qualitative assessment and quantitative assessment. In between these two methods lie the issues regarding impact assessment and beyond that, it leads us to the larger questions regarding society.

If we compare society to the ocean, the research community cannot survive without the blessings of the <ocean>. It is also important to enrich this <ocean> - convince people that it is acceptable to invest resources in academic endeavor. Once that is done, just as clouds form from water vapor in the ocean and rain falls on the mountains to enrich the land, the discussion will return to "what is assessment in essence", prompting a reconsideration of issues on assessment methods and leading to improvements in assessment, which may be described as a kind of research eco-system.

This map can provide the context and help us understand the location at which point we are carrying out the discussion. It helps to take a step forward without going around in circles, given the accumulation of discussions about assessment.

We also hope that this map will serve as a basis for discussion of research assessment, bridging the gap between different levels of awareness. Although the title of this map refers to the humanities and social sciences, you will find that each of the points discussed can be applied to other fields as well.

This map is version 1 and should be updated in the future. We hope that version 2 and more will follow, reflecting the opinions of those who have used the map, and that the networks of discussion will expand around the map.

September 2022

Purpose of Assessment

15 Why, for what and for whom do the assessment standards currently in operation exist?

What is research assessment in essence?

18 How do we improve the ability to imagine and express mid- and long-term impact in the scheme of early career researcher development?

09 How can we further improve peer review?

08 Can we just say that peer review is the primary basis for assessment?

06 How can we tailor appropriate and effective assessment methods suited to each academic field?

04 How can we create an environment that values and encourages making diverse data and research results open access?

17 What is needed to achieve research assessment that contributes to the genuine support and development of research and researchers?

25 What is the ideal form of assessment based on the various purposes of assessment?

14 Is it possible to draw a line between academic and non-academic research results?

Ensuring Diversity

20 How can we design a system that both ensures diversity in research and addresses standardization in assessment?

24 How do we ensure comprehensiveness while incorporating a long-term, overarching perspectives in impact measurement?

10 What does it take to put research assessment improvements into action?

Support for Early Career Researchers

13 How do we fully examine program assessment and accumulate experience of it?

Comprehensive Assessment

07 How can we ensure consistency between the intent of the assessment system and its actual operation?

11 What is needed for the efficient and effective operation of the evaluation systems set up by each academic discipline and organization?

System

21 What other aspects of the university should be evaluated besides academic achievements and what criteria should be set for them?

Qualitative Assessment

12 What is needed to prevent "assessment fatigue" resulting from ineffective or excessive assessments?

05 How should organizational research results be measured while ensuring transparency and objectivity?

Multidimensional Assessment of Universities

22 How do we identify and understand the scope of impact to be assessed?

16 What is the role of the Universiy Research Administrators (URAs)?

01 What is the scope of responsibility of intermediary organizations, such as funding agencies, in research assessment?

Creating Better Environment

27 Is it possible to visualize the significance of academic research in its essence?

Setting the Scope of Assessment

Roles Related to Assessment

02 What kind of environment should be created to facilitate active crossdisciplinary discussions among researchers?

Making Research Output Visible

Assessing Productive Interaction

29 How do we assess interactions between a diverse set of actors within and outside academia?

19 What role does the voluntary forum of the research community play in improving research assessment?

Assessment of Impact

Fostering Understanding of the Field

Infrastructure of Quantitative Assessment

26 What indicators, evidence, and impact need to be identified in a system that captures impact?

23 What is needed to create a common understanding of research assessment among different disciplines?

28 What indicators or evidence could measure the quality of research?

03 How can we identify citation relationships, and build a platform to share research outputs other than journal articles?

Quantitative Assessment

Feeding on Resources and Understanding from society (i.e., the ocean), research outcome will further enrich society

Issue List

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Ver. 1

*JINSHA
A virtual association of university research administrators (URAs) working in the areas of humanities and social sciences, who have jointly organized symposiums since 2014. It functions as a platform for holding HSS promotional events and sharing ideas and knowledge. Members' institutions are Osaka University, Kyoto University, University of Tsukuba, The University of the Ryukyus, Waseda University, Hokkaido University, Yokohama National University, Chuo University, Hiroshima University, The University of Tokyo, Tohoku University, Niigata University, Kobe University (as of September 2022).

DORA   **JINSHA** Japan Inter-Institutional Network for Social Sciences, Humanities and Arts

MIRA TUKU

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01 What is the scope of responsibility of intermediary organizations, such as funding agencies, in research assessment?
References/ Interviews. 18.

05 How should organizational research results be measured while ensuring transparency and objectivity?
References/ Interviews. 4.

09 How can we further improve peer review?
References/ Interviews. 13/15. 21.

13 How do we fully examine program assessment and accumulate experience of it?
References/ Interviews. 18.

17 What is needed to achieve research assessment that contributes to the genuine support and development of research and researchers?
References/ Interviews. 3.

21 What other aspects of the university should be evaluated besides academic achievements and what criteria should be set for them?
References/ Interviews. 9.

25 What is the ideal form of assessment based on the various purposes of assessment?
References/ Interviews. 11. 1. 16.

29 How do we assess interactions between a diverse set of actors within and outside academia?
References/ Interviews. 16. 16.

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02 What kind of environment should be created to facilitate active cross-disciplinary discussions among researchers?
References/ Interviews. 7. 7. 15. 7. 9.

06 How can we tailor appropriate and effective assessment methods suited to each academic field?
References/ Interviews. 18. 1. 18.

10 What does it take to put research assessment improvements into action?
References/ Interviews. 4. 19. 19.

14 Is it possible to draw a line between academic and non-academic research results?
References/ Interviews. 15.

18 How can we improve the ability to imagine and express mid- and longterm impact in the scheme of early career researcher development?
References/ Interviews. 3. 9. 16.

22 How do we identify and understand the scope of impact to be assessed?
References/ Interviews. 17. 14. 14. 17. 16. 16. 14. 14. 14.

26 What indicators, evidence, and impact need to be identified in a system that captures impact?
References/ Interviews. 17. 14.

Further discussion points/ sub-issues for each issue can be viewed here:

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03 How can we identify citation relationships, and build a platform to share research outputs other than journal articles?
References/ Interviews. 20. 15. 15.

07 How can we ensure consistency between the intent of the assessment system and its actual operation?
References/ Interviews. 21. 18.

11 What is needed for the efficient and effective operation of the evaluation systems set up by each academic discipline and organization?
References/ Interviews. 18. 18. 21.

15 Why, for what and for whom do the assessment standards currently in operation exist?
References/ Interviews. 10. 18. 20.

19 What role does the voluntary forum of the research community play in improving research assessment?
References/ Interviews. 3.

23 What is needed to create a common understanding of research assessment among different disciplines?
References/ Interviews. 3. 3. 13.

27 Is it possible to visualize the significance of academic research in its essence?
References/ Interviews. 5. 5. 21. 20. 19.

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17. Shineha, 2017
18. Shineha, 2020

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04 How can we create an environment that values and encourages making diverse data and research results open access?
References/ Interviews. 11.

08 Can we just say that peer review is the primary basis for assessment?
References/ Interviews. 15.

12 What is needed to prevent "assessment fatigue" resulting from ineffective or excessive assessments?
References/ Interviews. 18.

16 What is the role of the Universitiy Research Administrators (URAs)?
References/ Interviews. 10. 13.

20 How do we design a system that both ensures diversity in research and addresses standardization in assessment?
References/ Interviews. 14. 9. 20.

24 How do we ensure comprehensiveness while incorporating a long-term, overarching perspectives in impact measurement?
References/ Interviews. 14. 14.

28 What indicators or evidence could measure the quality of research?
References/ Interviews. 4. 4. 16. 9. 9. 20. 8. 9.

• Interviews
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For the full list of references, please see: