### **For Facilitators: Directions for Breakout Session, Room 1**

Facilitator:

Note-taker:

Participantes:

#### Background

**Purpose:** The purpose of this breakout session is to facilitate deep discussion among the participants on the following 4 key questions:

**Current state and readiness:**

* How would you describe your institutional appetite and readiness for research assessment reform?
  + **ES:** ¿Cómo describiría el interés y la preparación de su institución para una reforma de la evaluación de la investigación?
* What are the biggest barriers to building assessment reform capabilities? What institutional strengths might you build on?
  + **ES:** ¿Cuáles son los principales obstáculos para la creación de competencias en materia de reforma de la evaluación? ¿Qué fortalezas de su institución se podrían aprovechar?

**Taking action:**

* What new reform efforts or goals do you think will have the strongest impact or urgency?
  + **ES:** ¿Qué nuevos esfuerzos o objetivos por una reforma crees que podrán tener un mayor impacto o impulso?
* What are concrete, small, and achievable next steps you might take (e.g., who needs to be involved; where are ideas already present and ready to test?)
  + **ES:** ¿Qué pasos concretos, acotados y alcanzables se podrían dar? (por ejemplo, quién debe participar; dónde hay ideas ya presentes y listas para probar?)

**Key responsibilities of facilitators**

* **Facilitate discussion:** Deep knowledge of the SPACE rubric is not necessary for facilitators. Your role will be to facilitate discussion and keep the conversation moving.
* **Keep track of timing:** You will also be responsible for keeping track of time to ensure that the participants have an opportunity to discuss each of the key questions (above).

**If needed for the discussion, please find the links to the pre-work documents below**

* SPACE rubric ([here](https://sfdora.org/resource/space-to-evolve-academic-assessment-a-rubric-for-analyzing-institutional-conditions-and-progress-indicators/)), Spanish Translation ([here](http://openaccess.uoc.edu/webapps/o2/handle/10609/143246))
* Article *Research Culture: Creating SPACE to evolve academic assessment* ([here](https://elifesciences.org/articles/70929))

#### Breakout instructions (50 min total)

Note: There will be a timer at the top of the screen that counts down the remaining time in the breakout session. Please keep an eye on this timer to ensure that discussions are not suddenly cut off when the breakout session ends.

**(2min) Introductions**

* Introduce yourself, ask the note-taker to introduce themself
* Encourage participants to share their name and affiliation.

**(3min) Provide a brief overview of how the breakout session will be conducted**

* You, the facilitator, will pose each of the4 key questions (below) to the group.
* You may want to copy/paste the questions in the chat for reference.
* The group will have roughly 10 minutes to discuss each question. Some questions may take more or less time depending on the discussion.
* Tell participants that there is a note-taker present who will be capturing the major points of discussion for each question. These notes will be used to help the workshop organizers understand key points about the discussion, and will not identify individuals by name.
* Tell participants that you will report a few key points from the breakout discussion during the large-group report out, and they will have an opportunity to add contribute during the large-group report out.

**(10 min) Question 1** Current state and readiness: How would you describe your institutional appetite and readiness for research assessment reform?

**ES:** ¿Cómo describiría el interés y la preparación de su institución para una reforma de la evaluación de la investigación?

*If participants are having difficulty with the question, provide a few examples:*

* How would you characterize where your institution is right now: e.g. are you just beginning to think about assessment reform? Trying isolated experiments? Figuring out how to replicate what works?
  + **ES:** Cómo caracterizarías la situación de tu institución en este momento: por ejemplo, ¿Están empezando a pensar sobre una reforma de la evaluación? ¿Están probando experimentos aislados? ¿Están buscando la forma de reproducir lo que funciona?
* How much support is there to reform research assessment practices among faculty and staff, or among organizational leadership?
  + **ES:** ¿Cuánto apoyo hay para reformar las prácticas de evaluación de la investigación entre el personal docente e investigador y el staff, o entre la dirección de la organización?
* Is support primarily among faculty and staff (bottom-up/grassroots)? Is support primarily from leadership (top-down)? Or a combination of the two?
  + **ES:** ¿Hay apoyo principalmente entre el personal docente e investigador (bottom-up/desde las bases)? ¿Hay apoyo principalmente por parte de la dirección (top-down)? ¿O una combinación de ambos?

Notes for question 1:

**(10 min) Question 2** Current state and readiness: What are the biggest barriers to building assessment reform capabilities? What institutional strengths might you build on?

**ES:** ¿Cuáles son los principales obstáculos para la creación de competencias en materia de reforma de la evaluación? ¿Qué fortalezas de su institución se podrían aprovechar?

*If participants are having difficulty with the question, provide a few examples:*

* Facilitators can use the SPACE rubric itself to suggest some possibilities:
  + Is getting alignment a challenge (Standards for scholarship)?
    - **ES:** ¿Conseguir la alineación es un reto (Estándares de Actividad Académica)?
  + How do assessment processes themselves support or get in the way of improving scholarly assessment reform (Process mechanics and policies)?
    - **ES:** ¿De qué manera los propios procesos de evaluación apoyan o dificultan la reforma de la evaluación académica (Políticas y mecanismos del processo)?
  + What is the state of organizational buy-in — commitment, ownership, or advocacy — for reforming scholarly assessment, and how is that helping or hindering (Accountability)?
    - **ES:** ¿Cuál es el estado de la aceptación institucional - compromiso, adhesión o promoción - de la reforma de la evaluación académica, y cómo ayuda u obstaculiza (Responsabilidad)?
  + What about the institutional culture impacts reform (Culture within Institutions)?
    - **ES:** ¿Qué impacto tiene la cultura institucional en la reforma (Cultura de la institucion)?
  + How (if at all) is feedback and evaluation used to see the results of assessment or measure progress (Evaluative and iterative feedback)?
    - **ES:** ¿Cómo se utilizan (si lo hacen) el feedback y la evaluación para ver los resultados de la evaluación o medir el progreso (Retroalimentación evaluativo e iterativo)?

Notes for question 2:

**(10 min) Question 3** Taking action:What new reform efforts or goals do you think will have the strongest impact or urgency?

**ES:** ¿Qué nuevos esfuerzos o objetivos por una reforma crees que podrán tener un mayor impacto o urgencia?

*If participants are having difficulty with the question, provide a few examples:*

* Efforts or goals could include:
  + Create protected time for those in responsible research assessment working groups / **ES:** Crear un tiempo protegido/reservado para los grupos de trabajo responsables de la evaluación de la investigación
  + Dedicate funds to compensate those working on reform efforts / **ES:** Dedicar fondos para compensar a los que trabajan en los esfuerzos de reforma
  + Schedule regular updates to stay aligned on goals / **ES:** Programar actualizaciones periódicas para mantenerse alineados con los objetivos
  + Getting buy-in from institutional leaders / **ES:** Lograr/obtener compromiso y apoyo de líderes de la institución

Notes for question 3:

**(10 min) Question 4** Taking action: What are concrete, small, and achievable next steps you might take (e.g., who needs to be involved; where are ideas already present and ready to test?)

**ES:** ¿Qué pasos concretos, acotados y alcanzables se podrían dar? (por ejemplo, quién debe participar; dónde hay ideas ya presentes y listas para probar?)

*If participants are having difficulty with the question, provide a few examples:*

* Hold a series of discussions with stakeholders to align on values.
  + **ES:** Tener una serie de conversaciones con los actores involucrados en los procesos de cambio y evaluación de investigación (como investigadores, personal de apoyo (RH, bibliotecas), administradores, etc.) para estar alineados en principios y valores
* Form a working group to draft and propose a roadmap for change, to survey the priorities of stakeholders at the institution to inform the creation of a new policy, etc.
  + **ES:** Formar un grupo de trabajo para delinear y proponer un mapa de ruta para el cambio, para sondear / estudiar las prioridades de quienes toman decisiones para informar la creación de nuevas políticas, etc.
* Expand efforts across departments or to assess the efficacy and stakeholder satisfaction with the reform efforts.
  + **ES:** Ampliar/ expandir esfuerzos entre departamentos o evaluar eficacia y satisfacción de los actores involucrados con los esfuerzos de reforma.

Notes for question 4:

**(5 min) Wrap Up Discussion:**

* Finish any discussions that are ongoing
* Touch base with the group on the primary points they would like to highlight in the report-out.

### **For Note takers: Directions for Breakout Sessions**

#### Background

**Purpose:** Outlined on page 1.

**Key responsibilities of note takers**

* **Capture key take-aways:** Your role will be to capture key discussion points and take-aways from the breakout session in the notes. These notes will help inform the large-group discussion and any potential materials that may be created from the workshop.

#### Breakout instructions (50 min total)

**Take notes for the discussion of each question (see Breakout Instructions, page 2)**