## **For Facilitators: Directions for Breakout Session**

### 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?
* What are the biggest barriers to building assessment reform capabilities? What institutional strengths might you build on?

**Taking action:**

* What new reform efforts or goals do you think will have the strongest impact or urgency?
* 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?)

**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/))

Note: the SPACE worksheet can be found on the linked SPACE rubric webpage under “Recommendations for use”, bullet point #4, hyperlinked to the following text: “(Download worksheet Word document)”

* 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 themselves
* 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 the **4 key questions** to the group for discussion.
* 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.
* *Optional:* 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.

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

*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?
* How much support is there to reform research assessment practices among faculty and staff, or among organizational leadership?
* Is support primarily among faculty and staff (bottom-up/grassroots)? Is support primarily from leadership (top-down)? Or a combination of the two?

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?

*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)?
  + How do assessment processes themselves support or get in the way of improving scholarly assessment reform (Process mechanics and policies)?
  + What is the state of organizational buy-in — commitment, ownership, or advocacy — for reforming scholarly assessment, and how is that helping or hindering (Accountability)?
  + What about the institutional culture impacts reform (Culture within Institutions)?
  + How (if at all) is feedback and evaluation used to see the results of assessment or measure progress (Evaluative and iterative feedback)?

Notes for question 4:

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

*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
  + Dedicate funds to compensate those working on reform efforts
  + Schedule regular updates to stay aligned on goals
  + Getting buy-in from institutional leaders

Notes for question

**(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?)

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

* Hold a series of discussions with stakeholders to align on values.
* 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.
* Expand efforts across departments or to assess the efficacy and stakeholder satisfaction with the reform efforts.

Notes for question 5:

## **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)**