



# Coara- toimintasuunnitelmat

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# CoARA (Coalition for Advancing Research Assessment)

- CoARA on osa Euroopan komission käynnistämää kansainvälistä yhteistyöprojektia, joka asettaa uudet suuntaviivat tutkimuksen arvioinnille.
- Sen täytäntöönpanoa edistää allekirjoittajien perustama maailmanlaajuinen CoARA-verkosto.
- TSV koordinoi Suomen kansallista osastoa

## CoARA membership 17<sup>th</sup> January 2024 International outreach goals



Source: Coalition for Advancing Research Assessment Secretariat 17/01/2024

# CoARA uudistaa tutkimuksen arviointia

<https://vastuullinentiede.fi/fi/vastuullinen-tutkijanarviointi/coara>

1. Tunnistaa **tutkimuspanosten ja -urien monimuotoisuuden** tutkimustoiminnan tarpeiden ja luonteen mukaisesti.
2. Perustaa tutkimuksen **arvioinnin ensisijaisesti laadulliseen arviointiin**, jossa vertaisarvioinnilla on keskeinen sija ja jota määrällisten indikaattoreiden vastuullinen käyttö tukee.
3. Luopuu tutkimuksen arvioinnissa lehti- ja julkaisupohjaisten **mittareiden epätarkoituksenmukaisesta käytöstä**. Tämä koskee erityisesti Journal Impact Factorin (JIF) ja h-indeksin epätarkoituksenmukaista käyttöä.
4. Välttää käyttämästä tutkimusorganisaatioiden **kansainvälisiä vertailuja tutkimuksen arvioinnissa**.

# Uudistuksen edellytyksiä:

<https://vastuullinentiede.fi/fi/vastuullinen-tutkijanarviointi/coara>

- tutkimuksenarvioinnin uudistusprosessin **riittävä resursointi**
- **tutkimuksenarvioinnin kriteerien, prosessien ja työkalujen kehittäminen sekä niistä viestiminen ja ohjeistuksen antaminen**
- **vastavuoroisen oppimisen** mahdollistaminen
- tutkimuksenarvioinnin **uudistusten edistymisestä viestiminen**
- sen takaaminen, että uudet **arviointikäytännöt ovat perusteltuja**

**Organisaatio (kansallisen osaston jäsenet)****Action Plan**

Aalto-yliopisto	<a href="https://zenodo.org/records/10985757">https://zenodo.org/records/10985757</a>
Hanken	<a href="https://zenodo.org/records/11072261">https://zenodo.org/records/11072261</a>
Helsingin yliopisto	<a href="https://zenodo.org/records/12525695">https://zenodo.org/records/12525695</a>
Jyväskylän yliopisto	<a href="https://zenodo.org/records/11174564">https://zenodo.org/records/11174564</a>
Oulun yliopisto	<a href="https://zenodo.org/records/10039478">https://zenodo.org/records/10039478</a>
Taideyliopisto	<a href="https://zenodo.org/records/11198163">https://zenodo.org/records/11198163</a>
Tampereen yliopisto	<a href="https://zenodo.org/records/11399434">https://zenodo.org/records/11399434</a>
Vaasan yliopisto	<a href="https://zenodo.org/records/11207258">https://zenodo.org/records/11207258</a>
Centria-ammattikorkeakoulu	<a href="https://zenodo.org/records/11487836">https://zenodo.org/records/11487836</a>
Metropolia ammattikorkeakoulu	<a href="https://zenodo.org/records/10616969">https://zenodo.org/records/10616969</a>
Laurea ammattikorkeakoulu	<a href="https://zenodo.org/records/10406054">https://zenodo.org/records/10406054</a>
Turun ammattikorkeakoulu	<a href="https://zenodo.org/records/10952414">https://zenodo.org/records/10952414</a>
Lapin ammattikorkeakoulu	<a href="https://zenodo.org/records/10955492">https://zenodo.org/records/10955492</a>
Karelia ammattikorkeakoulu	<a href="https://zenodo.org/records/11442275">https://zenodo.org/records/11442275</a>
Oulun ammattikorkeakoulu	<a href="https://zenodo.org/records/11218678">https://zenodo.org/records/11218678</a>
HUMAK	<a href="https://zenodo.org/records/12620328">https://zenodo.org/records/12620328</a>
Novia ammattikorkeakoulu	<a href="https://zenodo.org/records/11109251">https://zenodo.org/records/11109251</a>
Jyväskylän ammattikorkeakoulu	<a href="https://zenodo.org/records/11280820">https://zenodo.org/records/11280820</a>
Högskolan på Åland	<a href="https://zenodo.org/records/13884416">https://zenodo.org/records/13884416</a>
Suomen Akatemia	<a href="https://zenodo.org/records/11024893">https://zenodo.org/records/11024893</a>
Tieteellisten seurain valtuuskunta	<a href="https://zenodo.org/records/13907219">https://zenodo.org/records/13907219</a>



TSV on luonut kansallisen osaston yhdessä suomalaisen CoARA-tiedeyhteisön kanssa ja toimii kansallisen osaston koordinaattorina.

Oheiset jäsenet ovat allekirjoittaneet CoARA-sopimuksen sekä julkaisseet CoARA-toimintasuunnitelman.



Avustavat kysymykset:

- Lähtötilanne
- keskeiset sitoumukset 5 vuodeksi

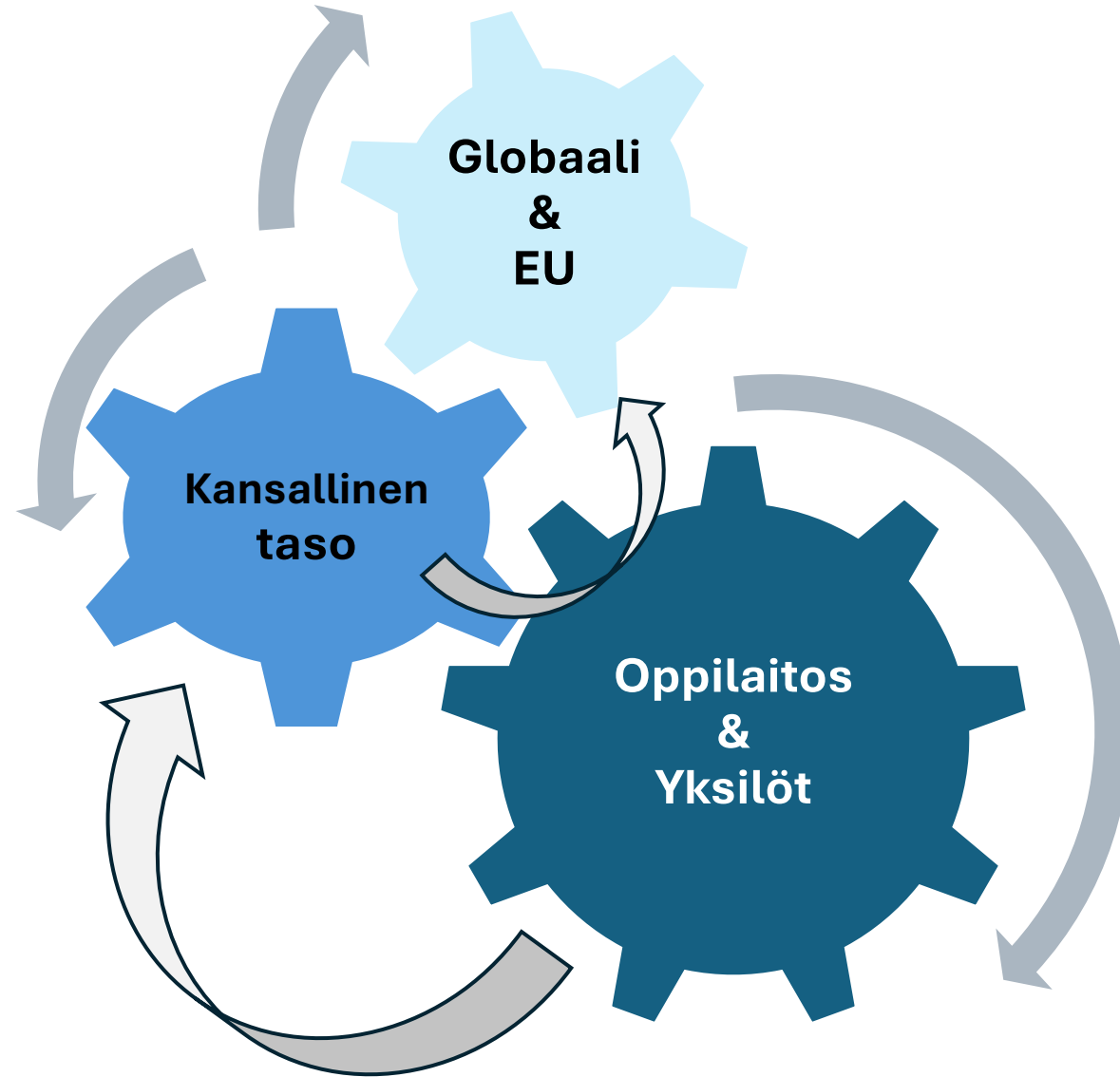
[Action-plan-guidelines-October-2023\\_Incl.-Table.pdf](#)

Phase	Reflection Point	Guiding Questions
Starting Point	Reflect on your strategy and change approach	<ul style="list-style-type: none"> <li>• What guiding principles do you (and your community) think are priorities in your approach to reform?</li> <li>• How does your organisation intend to make the reforms in order to meet the guiding principles?</li> <li>• What is the process by which your organisation will work on the reform?</li> </ul>
	Involve your institutional community in the change process	<ul style="list-style-type: none"> <li>• How are you planning to involve relevant actor groups (such as researchers at different career stages, research support staff, administrators, and others, depending on the scope of your organisation)?</li> <li>• How will you share good practices (internally and with others)?</li> </ul>
	Identify key challenges to address	<ul style="list-style-type: none"> <li>• Have you identified the Identify key challenges/gaps/bottlenecks/barriers in your organisation with regards to reforming research assessment and the adherence to the action plan? For which does your institution have the power/authority/resources to address?</li> <li>• What will be needed to efficiently address them? And what alternatives/strategies can be useful in overcoming some of these challenges?</li> </ul>
	Recognise the diversity of contributions to, and careers in, research in accordance with the needs and nature of the research	<ul style="list-style-type: none"> <li>• How does your organisation plan to enable recognition of more diverse contributions to research?</li> <li>• How does your organisation plan to enable greater diversity in career paths and profiles?</li> </ul>
	Base research assessment primarily on qualitative evaluation for which peer review is central, supported by responsible use of quantitative indicators	<ul style="list-style-type: none"> <li>• How does your organisation plan to actively engage in and learn from research on research work?</li> <li>• How does your organisation plan to accommodate qualitative evaluation mechanisms and base the use of metrics in a way that is aligned with your organisation's value system?</li> </ul>
	Abandon inappropriate uses in research assessment of journal- and publication-based metrics, in	<ul style="list-style-type: none"> <li>• How does your organisation plan to mitigate reliance on JIF and h-index?</li> </ul>

Operational action plan for a 5-year time frame (CoARA Core Commitments listed)	particular inappropriate uses of Journal Impact Factor (JIF) and h-index	
	Avoid the use of rankings of research organisations in research assessment	<ul style="list-style-type: none"> <li>• How does your organisation plan to mitigate reliance on organisation rankings?</li> </ul>
	Commit resources to reforming research assessment as is needed to achieve the organisational changes committed to	<ul style="list-style-type: none"> <li>• Which resources will your institution allocate to the implementation of the research assessment reform? (Whether in terms of capacity or budget, to actively engage in the reform Journey)</li> </ul>
	Review and develop research assessment criteria, tools and processes	<ul style="list-style-type: none"> <li>• Does your organisation plan to pilot or implement alternative/new assessment criteria, tools, and processes (e.g. narrative CV format, competency-based CV format, evidence-based CV format, diversification of research careers and associated career progression)?</li> </ul>
	Raise awareness of research assessment reform and provide transparent communication, guidance, and training on assessment criteria and processes as well as their use	<ul style="list-style-type: none"> <li>• Does your institution plan to provide training, guidance and support to assessment panels, committees, and juries?</li> </ul>
	Exchange practices and experiences to enable mutual learning within and beyond the Coalition	<ul style="list-style-type: none"> <li>• How does your organisation plan to exchange practices and foster exchange of good practices in national and international contexts?</li> </ul>
	Communicate progress made on adherence to the principles and implementation of the Commitments	<ul style="list-style-type: none"> <li>• How will your organisation ensure the transparent communication of the organisation's research evaluation processes within and outside of the organisation?</li> </ul>
	Evaluate practices, criteria and tools based on solid evidence and the state-of-the-art in research on research, and make data openly available for evidence gathering and research	<ul style="list-style-type: none"> <li>• How does your institution plans to monitor and (re)evaluate its assessment criteria, tools, and processes? What will be the frequency? Who will be involved in the evaluation?</li> </ul>

# CoARA-arviointikulttuurin siirtymävaihe

- EU:n ja kansalliset lait ja säädökset
- CoARA ja muut sopimukset
- Oppilaitoksen strategia
- Käytännöt
- Prosessit
- Yksilön toiminta





## TUTKIJANARVIOINNIN HYVÄT KÄYTÄNNÖT. VASTUULLISEN TUTKIJANARVIOINNIN KANSALLINEN SUOSITUS



# CoARAn asemointi oppilaitoksissa

- Yhteensopivuus muiden oppilaitoksia määrittävien sopimusten ja lakien kanssa
- CoARA on osa yliopistojen ja AMKien sopimus- ja sitoumusviidakkoa.
- Kaikki suomalaiset yliopistot ja AMKit ovat sitoutuneet tutkijanarvioinnin hyvään tieteelliseen käytäntöön  
<https://avointiede.fi/fi/linjaukset-ja-aineistot/kotimaiset-suositukset/tutkijanarvioinnin-hyvät-kaytannot>
- TENKin HTK –ohje 2023





The Hanken School of Economics signed the Agreement on Reforming Research Assessment and joined the Coalition for Advancing Research Assessment (CoARA) on 23.12.2022.

Apart from the CoARA agreement, Hanken's responsible assessment of research is based on further agreements and declarations such as:

- The Declaration of Research Assessment (DORA)
- EOSC Declaration
- The Declaration for Open Science and Research 2020-2025
- Policy for Open Scholarship
- Policy for Open access to research data and methods
- Policy for Open Access to scholarly publications
- Policy for Open Education
- Furthermore, Hanken adheres to the following:
- Plans S
- UNESCO Recommendation on Open Science

- The Eight Ambitions of Open Science (European Commission)
- FAIR data
- The Research Data Alliance (RDA)
- Recommendation for the responsible evaluation of a researcher in Finland
- Researcher's Curriculum Vitae Template (Recommendation of the Finnish National Board on Research Integrity TENK)
- HRS4R - HR Strategy for Researchers

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# Tutkimuskulttuuri & oppilaitoksen strategia

Yliopistojen ja AMKien  
tutkimuskulttuurien ja  
strategioiden erot näkyvät  
niiden CoARA-  
toimintasuunnitelmissa



# Yliopistojen CoARA-toimintasuunnitelmista

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- Suomessa yliopistoarvioinneilla ei ole samanlaista perinnetaakkaa kuin esim. anglosaksisissa maissa.
- CoARAn haasteet eniten yksittäisen tutkijan arvioinnissa.
- Yliopistoilla on perinteisempi tutkimuskulttuuri.
- Pyrkimys sisällyttää CoARA-toimintasuunnitelma olemassa oleviin käytäntöihin ja prosesseihin.
- Yksi tutkimuksen arviointitapa ei sovi kaikille tieteenaloille.
- Kuka vastaa CoARA-toimintasuunnitelmista, niiden toteutuksesta ja viestinnästä?



# Oulu <https://zenodo.org/records/10039478>

- During the preparation phase of the principles and guidelines, the Working group collected comments from, e.g., all faculties of the university. The reform was also discussed several times in the Research Council, Management Group of Research, University's Working Committee and Co-operation Council.
- The reform project, draft of the principles, instructions and suggested tools were open for comments by the university community for one month in the autumn of 2022. At that time, over 150 comments and change proposals were received. Based on the comments, the principles and other documentation were updated, and the answers to the questions were published on the university's intranet.
- The piloting of the Narrative CV hybrid model and the Career Assessment Matrix was first carried out in 2022 and will be repeated in the winter of 2023-2024. When the recruitment guidelines are updated in early 2024, there will be an opportunity for the university community to comment, but the method and extent of the commenting has not yet been decided. In the spring of 2024, the training of the entire scientific community and the university management will begin. Our plan is to educate each unit's own trainers, i.e., using the train-the-trainer approach.

**The major challenge in reforming research assessment is long-established practices and assessment culture which stresses quantity (especially of publications) over quality. In addition, the funding model by the Ministry of Education and Culture for the Finnish universities places an emphasis on the quantity and Jufo-level of publications.** This has negative and indirect effects on researchers. At the university level, the biggest challenge is changing the traditional assessment culture towards a more qualitative approach, such as peer review and expert evaluation.

**Therefore, it is essential that the whole community understands that quantitative assessment should be used only to support qualitative assessment.**

The assessment of research and researchers has mainly been responsible at our university, but we still have work to get assesses and assessors to understand and adopt the new responsible assessment principles, instructions, and tools. In addition, **the qualitative approaches have their own challenges and require human resources, which are issues to be solved as well.**

CoARA Aalto <https://zenodo.org/records/10985757>

The CoARA commitment number 4 (use of organization rankings) has also been addressed at discussions at the university. However, the current understanding is that since ranking data is processed only for communication purposes, we can continue to use it at such a general level to describe our own activities. In contrast, while recruiting new researchers from outside the university, the ranking of an applicant's university is not used as an assessment criterion.

CoARA Helsingin yliopisto <https://zenodo.org/records/12525695>

Recognising that **the international rankings most often referred to by research organisations are currently not 'fair and responsible'**, the criteria these rankings use should not trickle down to the evaluation of individual researchers, research teams and research units. ... **Criteria, tools and processes should be reviewed and developed together with researchers in different disciplines and at different career stages;** and should enable recognition of the diversity of research activities and practices that contribute to research quality, including diverse outputs in different languages. This should increase the ability to assess quality by enabling recognition of all contributions to quality research from research projects and by researchers and research teams. This includes recognition of early sharing of data and results, open collaboration, and teamwork. Reformed practices for assessing individual researchers should consider future potential alongside track record and take into account researchers' individual contexts and careers.

CoARA Tampereen yliopisto

<https://zenodo.org/records/11399434>

**Generally, the University uses normal organisation and management to implement the change, and the development is carried forward with the existing staff...**Regarding the schedule below, it should be noted that things are not promoted as a separate project but as part of the University's normal operation, management, and development. **The question is largely about gradually changing the culture.**

CoARA Vaasan yliopisto

<https://zenodo.org/records/11207258>

**University of Vaasa has not used the rankings per se** in the RAE or in any other evaluation as a background material, we do not provide this information to evaluators and we ask them not to use them.

# University of the Arts Helsinki

<https://zenodo.org/records/11198163>

- Uniarts Helsinki has signed the Declaration on Research Assessment (DORA), which emphasises the need to assess research on its own merits instead of relying on journal-based metrics as a surrogate measure of the quality of individual research articles. The character of research traditions at Uniarts Helsinki suit the DORA principles of the value and impact of all research outputs, not just research publications.

# AMKien CoARA- toimintasuunnitelmista

- AMKit fokusoivat tutkimusprojekteihin, joilla usein paikallinen vaikutus.
- Erilaisia urapolkuja, eri arviointiperusteita: opettajat, TKI-toimijat, vain pieni osa tutkijoita
- Ei samanlaisia julkaisupaineita kuin yliopistoissa



Laurea AMK <https://zenodo.org/records/10406054> (tiivistelmä suomeksi)

**CoARA-prosessin päähaasteet johtuvat akateemisen tutkimuksen perinteistä.** Bibliometrinen indikaattoreiden epäasianmukainen käyttö on vakava ongelma joillakin tieteenaloilla, mutta se vaikuttaa ammattikorkeakoulujen TKI-toimintoihin vähemmän.

**Ammattikorkeakoulujen TKI-työlle on ominaista kehittämishankkeiden, käänteistutkimuksen ja monitieteisyyden korostaminen.**

Suomen lain mukaan ammattikorkeakouluilla on tärkeä rooli alueellisessa kauppa- ja teollisuusekosysteemissä, mikä ohjaa niiden toimintaa kohti vaikuttavuutta ja heijastuu arviointikäytännöissä, rekrytoinnissa ja urakehityksessä.

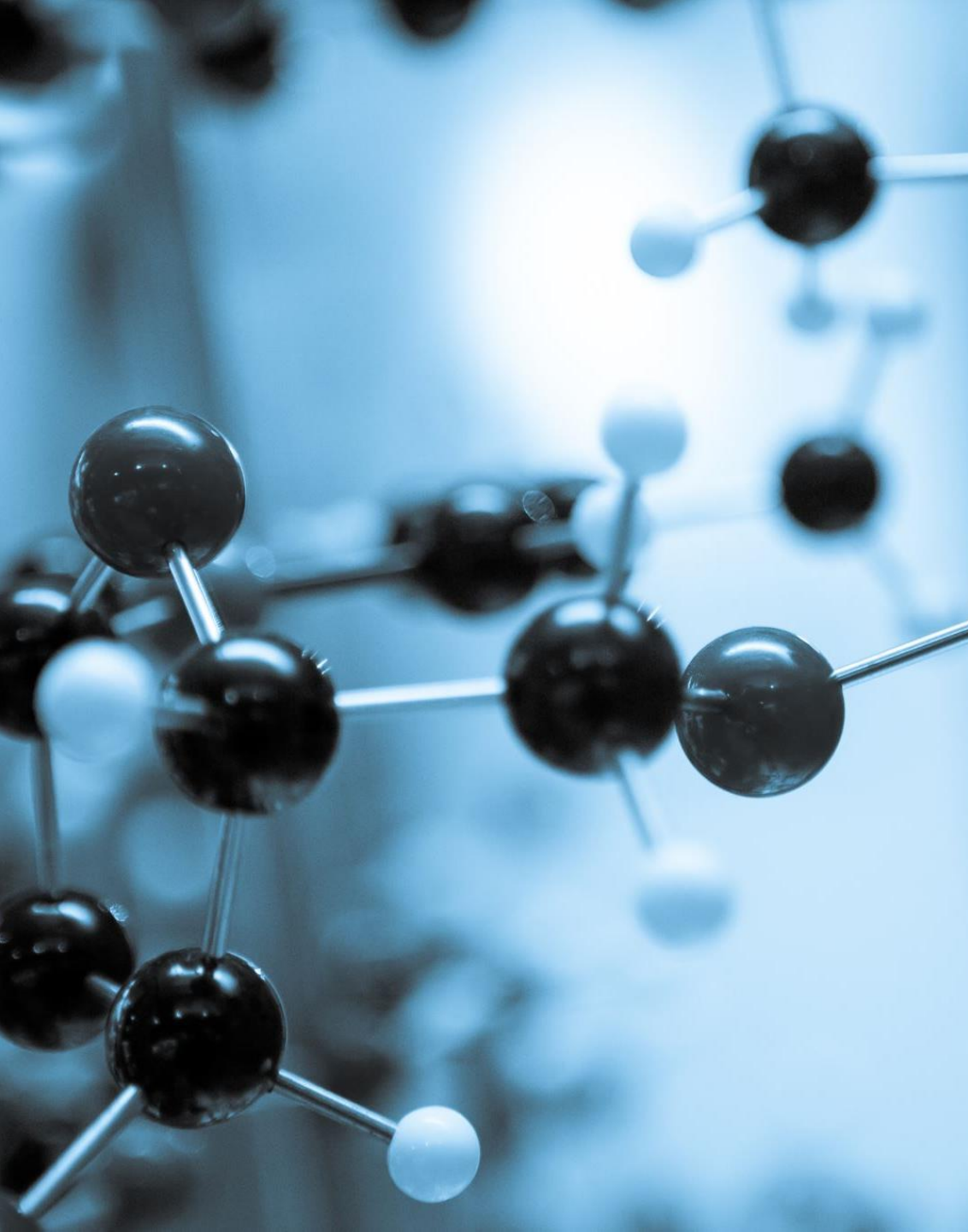




## Turun AMK

<https://zenodo.org/records/10952414>

- At Turku UAS, researcher assessment takes place primarily in the contexts of recruitment, performance reviews and career development. The responsibility for assessing individual researchers in terms of their performance lies with their line manager.
- **Updating Turku UAS job ads for research-related positions to communicate compliance with the CoARA principles and integrating the criteria into the job description and the list of skills, approaches and activities expected from a successful candidate in terms of CoARA.** Recruited employees are thus aware of the CoARA-derived criteria against which they are reviewed and the CoARA principles which they are expected to follow in their work.



Karelia AMK

<https://zenodo.org/records/11442275>

- Main challenges inherent in the CoARA process arise from the academic research tradition, which heavily relies on bibliometric indicators for research evaluation and research merit. In Finnish universities of applied sciences, **RDI activities** are grounded in applied research, the utilization of research outcomes, and development work. Consequently, **this approach differs from the traditional research practices of universities**. Universities of applied sciences are also multidisciplinary development organisations. Their focus lies in carrying out concrete development activities across various fields. Therefore, **when evaluating RDI activities, a qualitative approach is naturally emphasised, along with impact assessment**.
- **Karelia UAS employs several staff groups. These staff groups include teaching staff, RDI staff, and administrative staff**. RDI staff includes project managers, project researchers, project specialists, project coordinators, and project workers. Lecturers, as part of their teaching positions, contribute to research and development. **Principal lecturers engage in various research and development duties**, such as publishing, contributing as senior experts in RDI projects, and participating in curriculum development. Lecturers and teachers also perform diverse research and development tasks, including designing and implementing in-service trainings and specialist services



## Jyväskylä AMK

<https://zenodo.org/records/11280820>

- In development work and projects conducted by universities of applied sciences, emphasis is placed on regional development and the needs of working life. Typical sources of funding include EU structural funds. Funding sources for applied research at universities of applied sciences include foundations and EU funding, among other sources. **The goal is to produce new knowledge aimed at practical solutions, which promote and renew working life and regional development. The emphasis is on solving practical problems and finding new solutions.** In the development work and projects of universities of applied sciences, the role of RDI experts is emphasized, while applied research is conducted under the leadership of researchers. Teaching staff are also closely involved in RDI activities, but their role varies between universities of applied sciences
- In the context of universities of applied sciences, it is reasonable to involve the entire RDI personnel to the CoARA development work. **Because various personnel groups participate in the activities, different approaches and monitoring models are needed to develop responsible evaluation.** These should take into account different tasks, career paths, and assessment criteria

Högskolan på Åland

<https://zenodo.org/records/13884416>

- the CoARA process gives us the support to develop our RDI work alongside partner organizations as **for underscoring the societal value of research work** and in taking a more diverse approach to variations in assessment of research and researchers.



CoARA-  
toimintasuunnitelmien  
toteuttamisen keskeisiä  
haasteita

- 1. Arviointikulttuurin muutosvastarinta**
- 2. Resurssointi**
- 3. Koulutus ja tietoisuus**
- 4. Johdonmukaisuus ja oikeudenmukaisuus**
- 5. Laadullisen aineiston tuottaminen ja hallinta**
- 6. Sidosryhmien sitouttaminen**
- 7. Seuranta ja arviointi**
- 8. Ulkoinen paine**

# CoARA siirtymävaiheen haasteet vaativat huolellista suunnittelua, vahvaa johtajuutta ja jatkuvaa viestintää kaikkien sidosryhmien kanssa

- **Kulttuurinen vastarinta** – Siirtyminen perinteisistä arviointikäytännöistä laadullisiin arviointeihin voi kohdata vastustusta.
  - Kulttuuri on sosiaalinen käytäntö, jota oppilaitokset ja yksittäiset tutkijat ilmentävät.
- **Resurssien kohdentaminen** – Uusien arviointikehysten toteuttaminen vaatii merkittäviä resursseja, joita voi olla vaikea järjestää.
- **Koulutus ja tietoisuuden lisääminen** – Kaikkien sidosryhmien kouluttaminen ja uusien kriteerien tuntemus on haastavaa.
- **Sidosryhmien sitouttaminen** – Laajan sidosryhmäjoukon osallistaminen ja yhteistyö on haastavaa.
- **Johdonmukaisuus ja oikeudenmukaisuus** – Laadullisen arvioinnin tasapuolinen soveltaminen eri tieteenaloille on monimutkaista.
- **Tietohallinta** – Laadullisen datan keruu ja analysointi on vaativampaa kuin määrällisten mittareiden käyttö.
- **Seuranta ja arviointi** – Vaikuttavuuden seuranta ja arviointi on tärkeää mutta vaikeasti toteutettavissa.
- **Ulkoisen paine** – Sisäisten tavoitteiden tasapainottaminen ulkoisten rahoitus- ja julkaisupaineiden kanssa voi olla haastavaa.

# Kommentteja & kysymyksiä, kiitos

- CoARA-toimintasuunnitelma on elävä dokumentti, joka kattaa oppilaitoksen eri osa-alueita ja korostaa "walk your talk" -periaatetta.
- Siirtyminen yksilökeskeisyydestä yhteisöllisiin arvoihin, oppimiseen sekä alueelliseen ja yhteiskunnalliseen vaikuttamiseen on keskiössä.
- Muutokset sisältävät osittain menettelytapojen ja suurelta osin kulttuurin vähitellen eteneviä muutoksia.
- Toimenpiteitä toteutetaan osana yliopiston normaalia toimintaa, hallintoa ja kehittämistä, ei erillisinä projekteina.
- CoARAN vaatimat muutokset integroidaan olemassa oleviin arviointikäytäntöihin ja -prosesseihin.
- On tärkeää, että koko yhteisö ymmärtää määrällisen arvioinnin olevan laadullisen arvioinnin tukena.
- Eri tieteenalat vaativat erilaisia arviointikäytäntöjä.
- Narratiivinen CV -hybridimalli otetaan käyttöön vähitellen.
- Oppilaitokset ovat sitoutuneet CoARA-toimintasuunnitelmiansa kehittämiseen sekä sisäisesti että kansallisella tasolla.

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