

#136

COMPLETE

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Page 1: Personal Details

Q1

Your name

Uploaded Document University Response Danny Kingsley

Q2

Your organisation (leave blank if not applicable)

Australian National Centre for the Public Awareness of Science

Q3

Are you making this submission on behalf of your organisation?

This submission reflects my personal views and not those of my organisation

Q4

Email address

danny@dannykingsley.com

Q5

What best describes your interest in making a submission?

I am a researcher at an Australian university

Q6

Submissions may be made public unless you request otherwise.

Respondent skipped this question

Q7

What form of submission do you wish to make?

I wish to upload a response

Page 2: Upload Response

Q8

Please upload your submission.

ARC-ERA&EIConsultation_Kingsley_20201012.pdf (140.4KB)

Page 3: ERA and/or EI choice

Q9

Respondent skipped this question

Please indicate whether you wish to answer questions on ERA and/or EI.

Page 4: ERA Policy /1

Q10

Respondent skipped this question

To what extent is ERA meeting its objectives to:

Q11

Respondent skipped this question

The ERA objectives are appropriate for meeting the future needs of its stakeholders.

Page 5: ERA Policy /2

Q12

Respondent skipped this question

What impact has ERA had on:

Q13

Respondent skipped this question

How do you, or your organisation use ERA outcomes?

Q14

Respondent skipped this question

ERA outcomes are valuable to you or your organisation.

Q15

Respondent skipped this question

How else could ERA outcomes be used?

Page 6: ERA Methodology /1

Q16

Respondent skipped this question

The current methodology meets the objectives of ERA.

Q17

Respondent skipped this question

What are the strengths and/or weaknesses of the overall ERA methodology?

Q18

Respondent skipped this question

Does the discipline-specific approach for evaluating research quality (citation analysis or peer review for specific disciplines) continue to enable robust and comparable evaluation across all disciplines?

Q19

Respondent skipped this question

The citation analysis methodology for evaluating the quality of research is appropriate.

Q20

Respondent skipped this question

What are the strengths and/or weaknesses of the citation analysis methodology?

Q21

Respondent skipped this question

Can the citation analysis methodology be modified to improve the evaluation process while still adhering to the ERA Indicator Principles?

Q22

Respondent skipped this question

The peer review methodology for evaluating the quality of research is appropriate.

Q23

Respondent skipped this question

What are the strengths and/or weaknesses of the peer review methodology?

Q24

Respondent skipped this question

Can the peer review methodology be modified to improve the evaluation process while still adhering to the ERA Indicator Principles?

Q25 Respondent skipped this question

The volume and activity indicators are still relevant to ERA.

Q26 Respondent skipped this question

The publishing profile indicator is still relevant to ERA.

Q27 Respondent skipped this question

The research income indicators are still relevant to ERA.

Q28 Respondent skipped this question

The applied measures are still relevant to ERA.

Page 8: ERA Methodology /3

Q29 Respondent skipped this question

The five-band ERA rating scale is suitable for assessing research excellence.

Q30 Respondent skipped this question

Noting that 90% of units of evaluation assessed in ERA 2018 are now at or above world standard, does the rating scale need to be modified to identify research excellence?

Q31 Respondent skipped this question

The ERA low volume threshold is appropriate.

Q32 Respondent skipped this question

Are there ways in which the low volume threshold could be modified to improve the evaluation process?

Q33 Respondent skipped this question

What is the more appropriate method for universities to claim research outputs—staff census date or by-line?

Q34 Respondent skipped this question

What are the limitations of a census date approach?

Q35 Respondent skipped this question

Would a by-line approach address these limitations?

Q36 Respondent skipped this question

What are the limitations of a by-line approach?

Q37 Respondent skipped this question

ERA adequately captures and evaluates interdisciplinary research.

Q38 Respondent skipped this question

If you disagreed with the previous statement, how could interdisciplinary research best be accommodated?

Page 9: ERA Methodology /4

Q39 Respondent skipped this question

My institution would meet ERA low volume threshold in Indigenous studies at:

Q40 Respondent skipped this question

In ERA, the best approach for evaluating Indigenous Studies is (choose one):

Q41 Respondent skipped this question

What would be the advantages and/or disadvantages of your preferred approach for evaluating Indigenous studies in ERA?

Page 10: ERA Process /1

Q42 Respondent skipped this question

ERA should move to an annual collection of data from universities.

Q43 Respondent skipped this question

What would be the advantages and/or disadvantages of an annual data collection.

Q44

Respondent skipped this question

In future ERA rounds, should the volume of outputs submitted for each unit of evaluation be published?

Q45

Respondent skipped this question

In future ERA rounds, research outputs should be published with their assignment to specific disciplines following completion of the round.

Q46

Respondent skipped this question

What would be the advantages and/or disadvantages of publishing research outputs with their assignment to specific disciplines?

Q47

Respondent skipped this question

What other data do you think the ARC should publish following an ERA round? (Note - in ERA 2018 metadata included: Research output title, Research output type, reference year, outlet, publisher, ISBN, ERA round, and Institution)

Page 11: EI Policy /1

Q48

Respondent skipped this question

Considering that EI is a new assessment, to what extent is EI meeting its objectives to:

Page 12: EI Policy /2

Q49

Respondent skipped this question

The EI objectives are appropriate for the future needs of its stakeholders.

Q50

Respondent skipped this question

What impact has EI had on:

Q51

Respondent skipped this question

How do you, or your organisation, use EI outcomes?

Q52 Respondent skipped this question

The EI outcomes are valuable to you or your organisation.

Q53 Respondent skipped this question

How else could EI outcomes be used?

Page 13: EI Policy /3

Q54 Respondent skipped this question

The current Engagement definition is appropriate.

Q55 Respondent skipped this question

The current Impact definition is appropriate.

Q56 Respondent skipped this question

The current end-user definition is appropriate.

Q57 Respondent skipped this question

Are there any end-user categories excluded in the current definition of research end-user that you think should be included? Please explain your answer.

Q58 Respondent skipped this question

Are there other key terms that need to be formally defined?

Page 14: EI Methodology /1

Q59 Respondent skipped this question

Are the two-digit Field of Research codes the most appropriate method to define units of assessment for Engagement and Impact?

Q60 Respondent skipped this question

Are there other ways to classify units of assessment in EI, for example SEO codes?

Q61 Respondent skipped this question

Should there be more or fewer units of assessment per university?

Q62 Respondent skipped this question

The EI low-volume threshold should continue to be based on the number of research outputs submitted for ERA.

Q63 Respondent skipped this question

If you disagree, how should eligibility for assessment in EI be determined?

Q64 Respondent skipped this question

The low-volume threshold is set at the appropriate level.

Page 15: EI Methodology /2

Q65 Respondent skipped this question

Overall, the engagement indicator suite for the assessment of research engagement is suitable.

Q66 Respondent skipped this question

The cash support from research end-users using HERDC data is appropriate for the assessment of research engagement.

Q67 Respondent skipped this question

The research commercialisation income is appropriate for the assessment of research engagement.

Q68 Respondent skipped this question

Are there additional metrics that would be appropriate across many or all disciplines?

Q69 Respondent skipped this question

Are there alternative metrics that would be appropriate across many or all disciplines?

Q70

Respondent skipped this question

Should any of the current engagement metrics be redesigned?

Q71

Respondent skipped this question

The co-supervision of HDR students should be made an engagement indicator in future rounds of EI.

Q72

Respondent skipped this question

In your opinion, are any of the ERA applied measures appropriate indicators of research engagement in EI?

Page 16: EI Methodology /3

Q73

Respondent skipped this question

The narrative approach is suitable for describing and assessing research engagement with end-users.

Q74

Respondent skipped this question

If you disagree with the narrative approach, what alternative approach could be used to replace the narrative? If you are suggesting indicators, please be specific.

Q75

Respondent skipped this question

One engagement submission per broad discipline is sufficient for capturing the research engagement within that discipline.

Q76

Respondent skipped this question

The engagement narrative needs to be longer.

Q77

Respondent skipped this question

Additional evidence is needed within the narrative.

Page 17: EI Methodology /4

Q78

Respondent skipped this question

The narrative approach is suitable for describing and assessing Impact.

Q79

Respondent skipped this question

If you disagree with the narrative approach, what alternative approach could be used to replace the narrative? Please explain your answer. If you are suggesting indicators, please be specific.

Q80

Respondent skipped this question

One impact study per broad discipline is sufficient for capturing the research impact within that discipline.

Q81

Respondent skipped this question

The impact narrative needs to be longer.

Q82

Respondent skipped this question

There is need for additional evidence to be provided within the impact narrative.

Q83

Respondent skipped this question

In your opinion, are there quantitative indicators that could be used to the measure the impact of research outside of academia?

Q84

Respondent skipped this question

If you answered 'yes' to the previous question, please name and describe the quantitative indicator/s, and the disciplines for which they are relevant.

Page 18: EI Methodology /5

Q85

Respondent skipped this question

The narrative approach is suitable for describing and assessing approach to impact.

Q86

Respondent skipped this question

If you disagree with the narrative approach, what alternative approach could be used to replace the narrative? Please explain your answer. If you are suggesting indicators, please be specific.

Q87 Respondent skipped this question

One approach to impact narrative per broad discipline is sufficient for capturing the activities within that discipline.

Q88 Respondent skipped this question

The approach to impact narrative needs to be longer.

Q89 Respondent skipped this question

There is a need for additional evidence to be provided.

Q90 Respondent skipped this question

Would there be benefit in combining engagement and approach to impact?

Page 19: EI Methodology /6

Q91 Respondent skipped this question

The engagement rating scale is suitable for assessing research engagement.

Q92 Respondent skipped this question

The descriptors for the engagement rating scale are suitable.

Q93 Respondent skipped this question

The impact rating scale is suitable for assessing impact.

Q94 Respondent skipped this question

The descriptors for the impact rating scale are suitable.

Q95 Respondent skipped this question

The approach to impact rating scale is suitable for assessing approach to impact.

Q96 Respondent skipped this question

The descriptions for the approach to impact rating scale are suitable.

Page 20: EI Methodology /7

Q97

Respondent skipped this question

Should EI continue to include an interdisciplinary impact study in addition to the two-digit Field of Research impact studies?

Q98

Respondent skipped this question

Should the EI low volume threshold be applied to the unit of assessment for Aboriginal and Torres Strait Islander research in EI 2024 with the option to opt in if threshold is not met?

Q99

Respondent skipped this question

Should the unit of assessment for Aboriginal and Torres Strait Islander research include engagement in the next round of EI?

Page 21: Overarching Issues Common to ERA and EI

Q100

Respondent skipped this question

How often should ERA occur?

Q101

Respondent skipped this question

What impact would a longer assessment cycle (i.e. greater than three years) have on the value of ERA results, particularly in the intervening years?

Page 22: Overarching Issues Common to ERA and EI

Q102

Respondent skipped this question

How often should the EI assessment occur?

Q103

Respondent skipped this question

What impact would a longer assessment cycle (i.e. greater than three years) have on the value of EI results, particularly in the intervening years?

Page 23: Overarching Issues Common to both ERA and EI

Q104

Respondent skipped this question

ERA and EI should be combined into the one assessment.

Q105

Respondent skipped this question

What would be the advantages and/or disadvantages of ERA and EI being combined into the one assessment.

Q106

Respondent skipped this question

Are there other ways to streamline the processes to reduce the cost to universities of participating in ERA and EI?

Page 24: Overarching Issues Common to Both ERA and EI

Q107

Respondent skipped this question

In your view, what data sources could ERA utilise?

Q108

Respondent skipped this question

In your view, what are the most time consuming elements of the ERA submission?

Q109

Respondent skipped this question

Are there efficiencies that could be introduced?

Page 25: Overarching Issues Common to Both ERA and EI

Q110

Respondent skipped this question

In your view, what are the most time consuming elements of the EI submission?

Q111

Respondent skipped this question

Are there efficiencies that could be introduced?

Page 26: Overarching Issues Common to Both ERA and EI

Q112

Respondent skipped this question

ORCID iDs should be mandatory for ERA.

Q113

Respondent skipped this question

What are the advantages and/or disadvantages of mandatory ORCID iDs?

Q114

Respondent skipped this question

The automatic harvesting of output data using ORCID iDs would streamline a university's submission process.

Q115

Respondent skipped this question

What are the advantages and/or disadvantages of automatic harvesting of output data using ORCID iDs?

Q116

Respondent skipped this question

DOIs should be mandatory for ERA.

Q117

Respondent skipped this question

What are the advantages and/or disadvantages of mandatory DOIs?

Page 27: Overarching Issues Common to Both ERA and EI

Q118

Respondent skipped this question

Are there other ways to collect data to reduce the cost and burden to universities of participating in ERA and EI whilst maintaining the robustness of the ERA and EI process?

Q119

Respondent skipped this question

What are the advantages and/or disadvantages?

Page 28: Additional Comments

Q120

Respondent skipped this question

Please provide any additional comments:
