

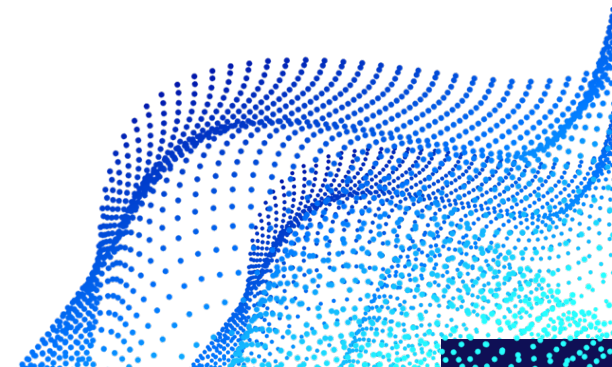


CoARA

The CoARA Multilingualism WG for linguistic justice in research and publishing

16 May 2025, Madrid
ECSPM annual symposium

Speakers: Janne Pölönen and Josep M. Cots
Q&A led by: Rafaella Lenoir



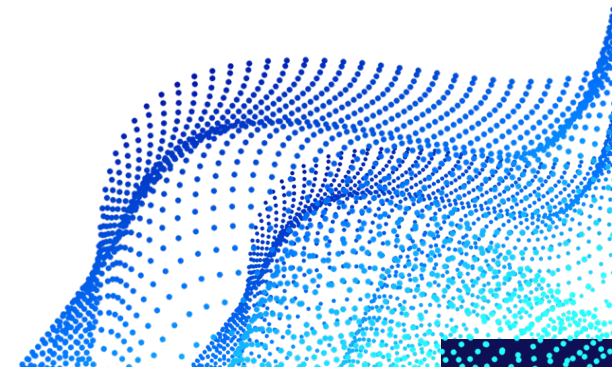


CoARA

CoARA and Multilingualism WG: towards language-aware assessments

16 May 2025, Madrid
ECSPM annual symposium

Janne Pölönen
Federation of Finnish Learned Societies (TSV)



CONTENT

1. Responsible Research Assessment (RRA)
2. Coalition for Advancing Research Assessment – CoARA
3. Working Group on Multilingualism and Language Biases in Research Assessment

1. RESPONSIBLE RESEARCH ASSESSMENT (RRA)

RESPONSIBLE RESEARCH ASSESSMENT



RoRI Working Paper No.3

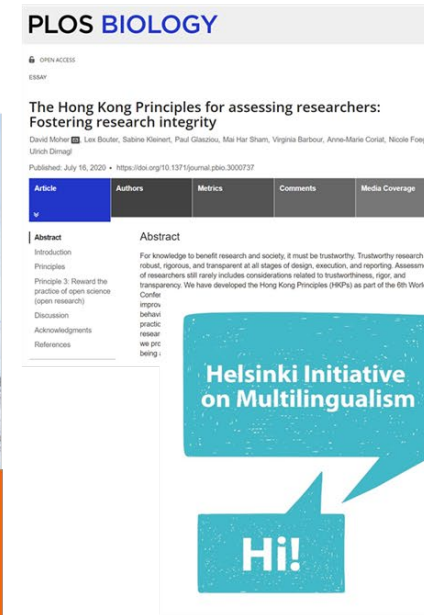
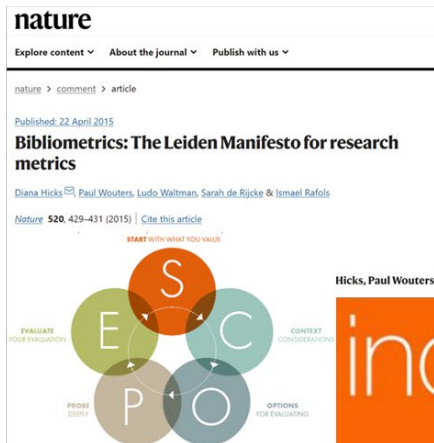
The changing role of funders in responsible research assessment:

progress, obstacles and the way ahead

Stephen Curry, Sarah de Rijcke, Anna Hatch, Dorsamy (Gansen) Pillay, Inge van der Weijden and James Wilsdon

November 2020

Produced in partnership with:



BARCELONA DECLARATION ON OPEN RESEARCH INFORMATION



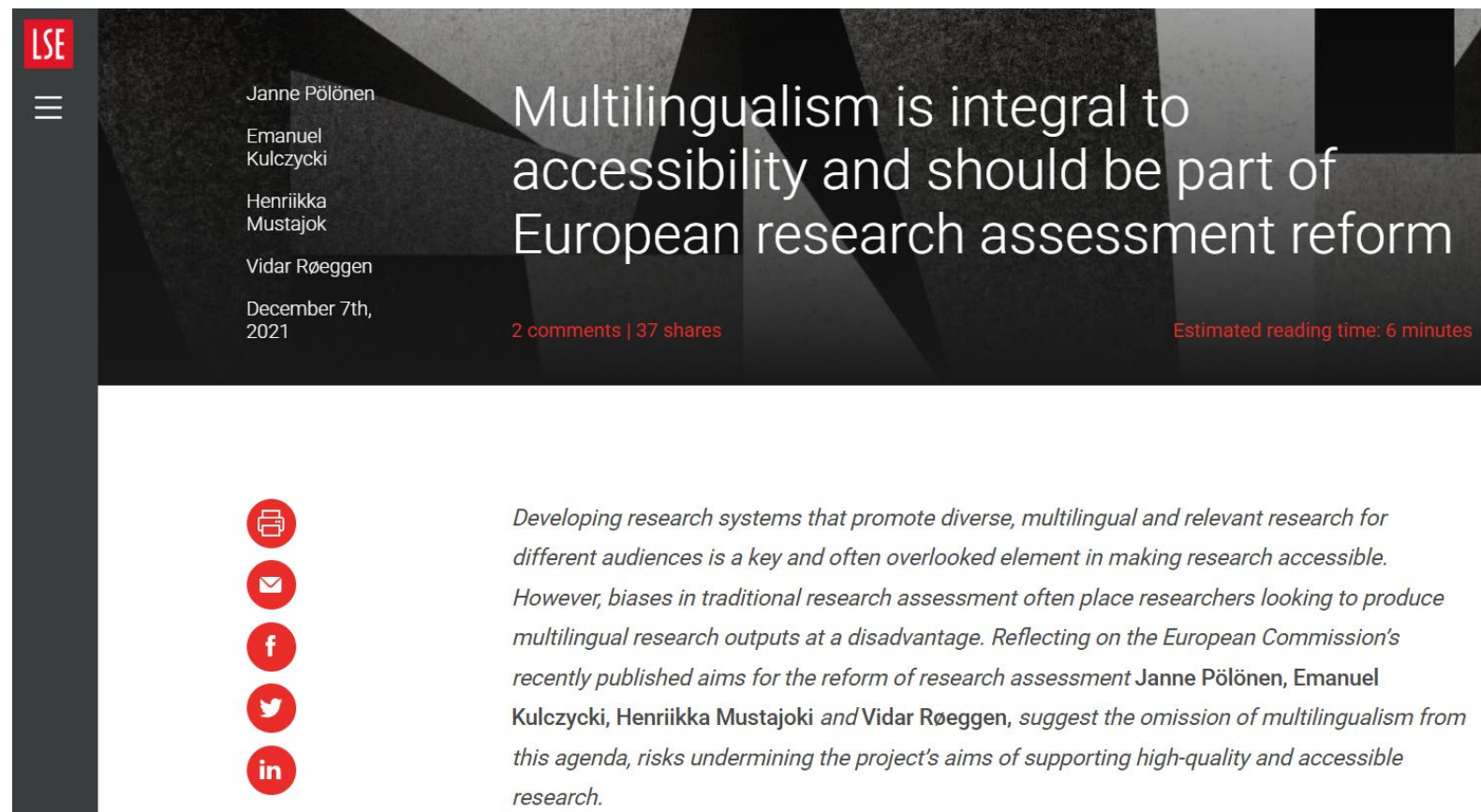
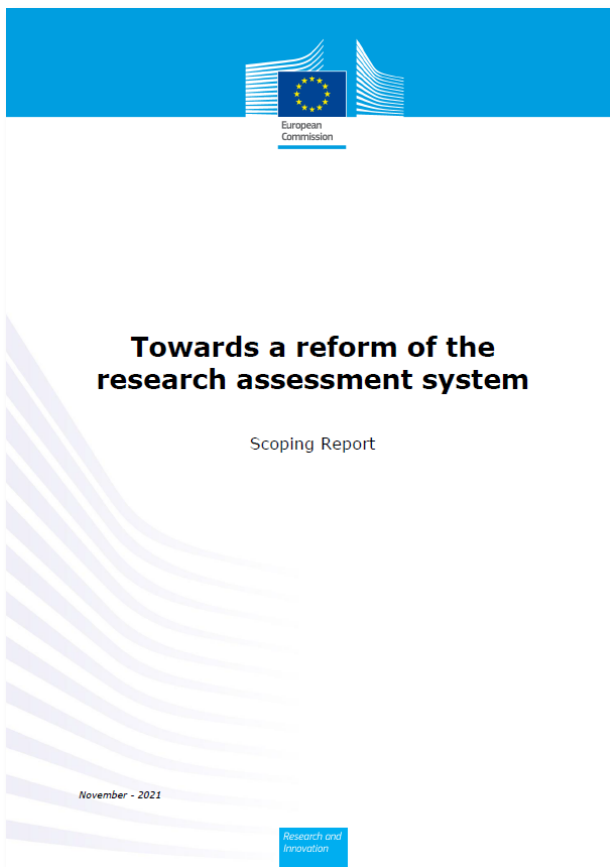
Commitment 1

We will make openness the default for the research information we use and produce

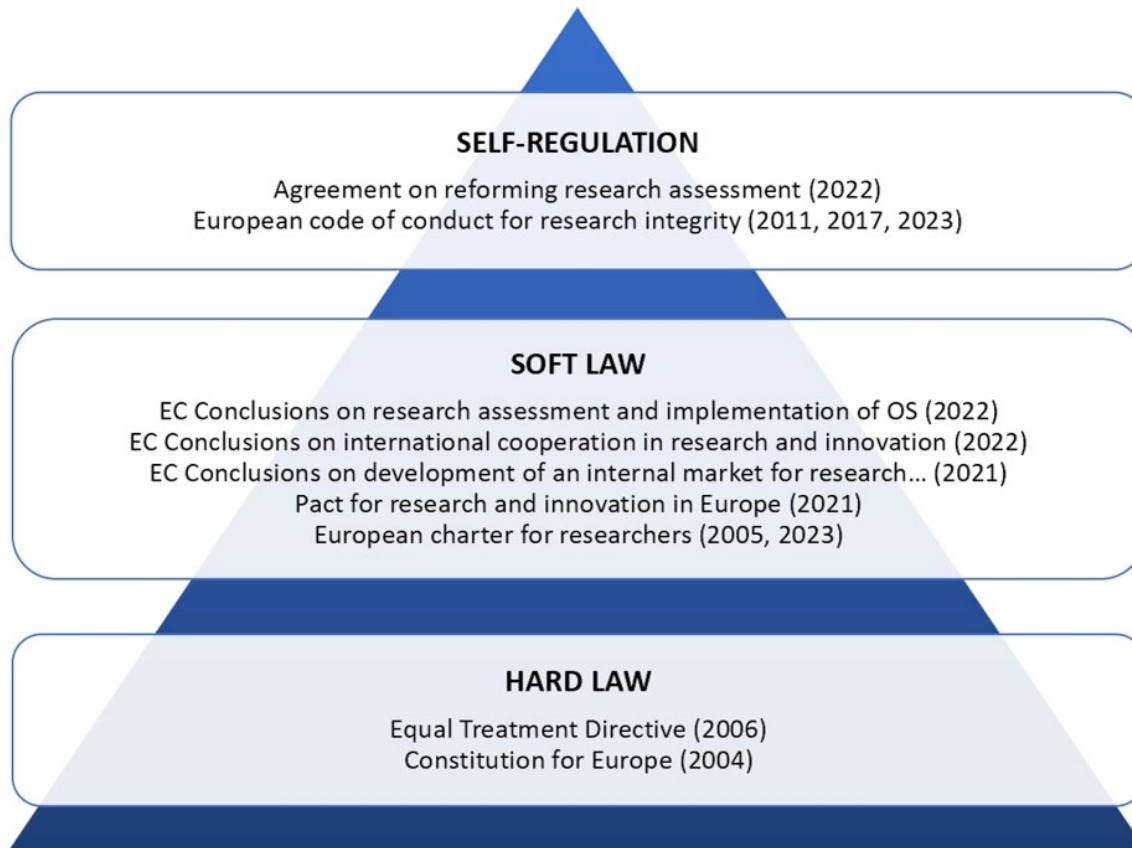
- “[R]esponsible research assessment (RRA) ... is an umbrella term for approaches to assessment which incentivise, reflect and reward the plural characteristics of high-quality research, in support of diverse and inclusive research cultures”.

Curry et al. The changing role of funders in responsible research assessment (2020)

REFORM AGENDA AND MULTILINGUALISM



NORMATIVE FRAMEWORKS FOR RRA



- **Agreement on Reforming Research Assessment:** recognizing diversity of contributions irrespective of language and avoiding language biased metrics
- **The European Charter for Researchers:** Employers and funders of researchers should not discriminate against researchers based on language
- **The Charter of Fundamental Rights of the EU:** respect linguistic diversity (Article 22) and prohibit discrimination on grounds of language (Article 21).

DISCRIMINATION BASED ON LANGUAGE?

nature

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CAREER Q&A | 10 February 2025

Breaking language barriers: 'Not being fluent in English is often viewed as being an inferior scientist'

Biologist Tatsuya Amano works to make science a fairer place for non-fluent speakers.

By [Mariana Lenharo](#)

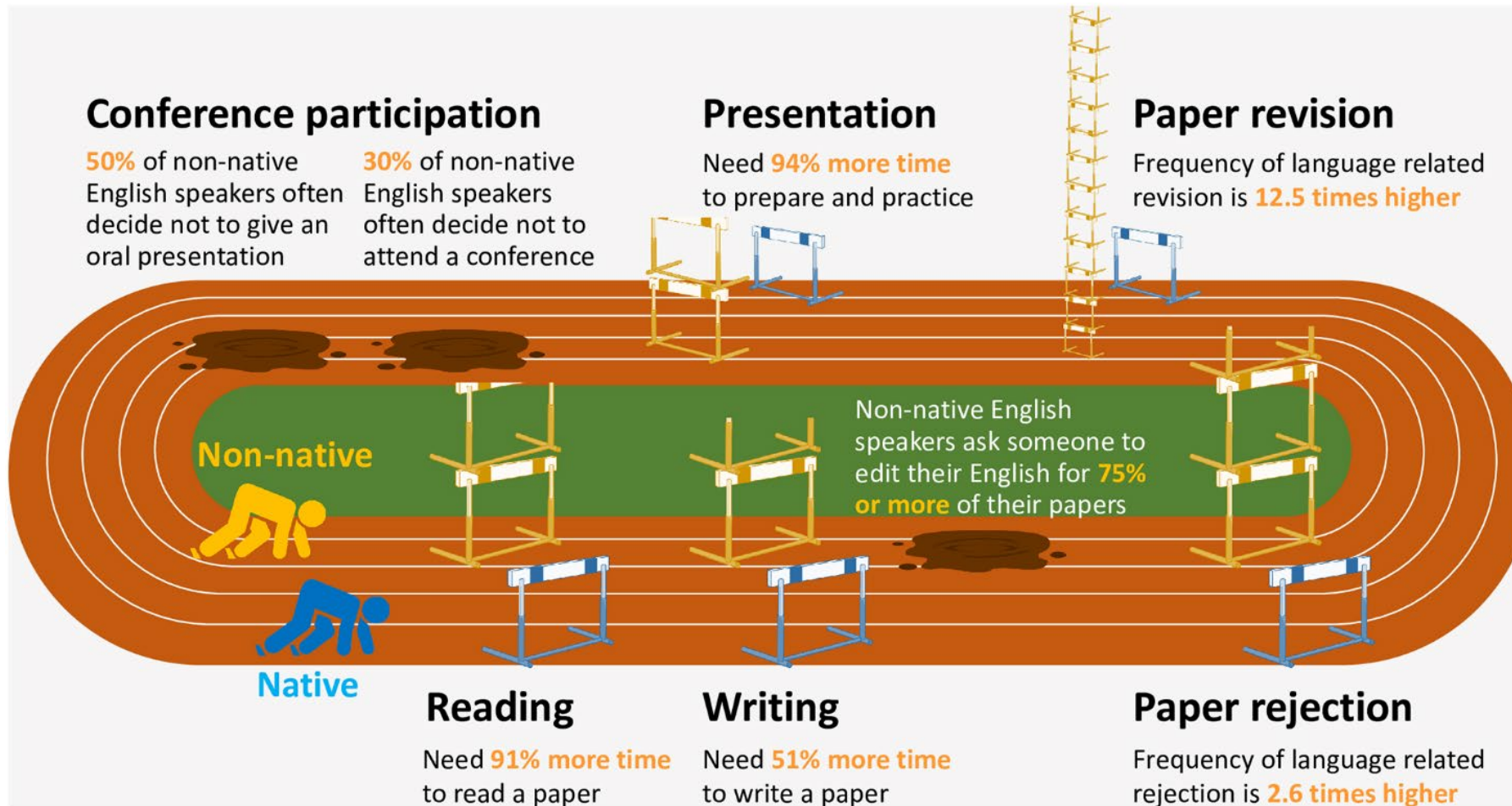


Mariana Lenharo (2025). Breaking language barriers: 'Not being fluent in English is often viewed as being an inferior scientist'. *Nature*



Tatsuya Amano works with members of the translatE project, which strives to make environmental science more accessible to non-fluent English speakers. Credit: Naoki Katayama

EQUALITY OF OPPORTUNITIES?



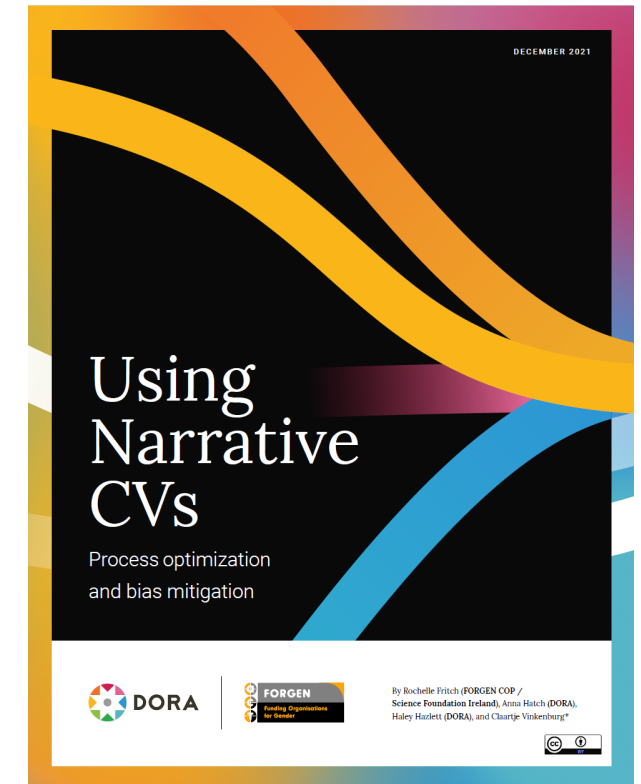
Amano et al. (2023)

have shown that compared to fluent/native speakers, 2nd language speakers with low or moderate fluency need more time and effort in:

- Reading
- Writing
- Revising
- Presenting

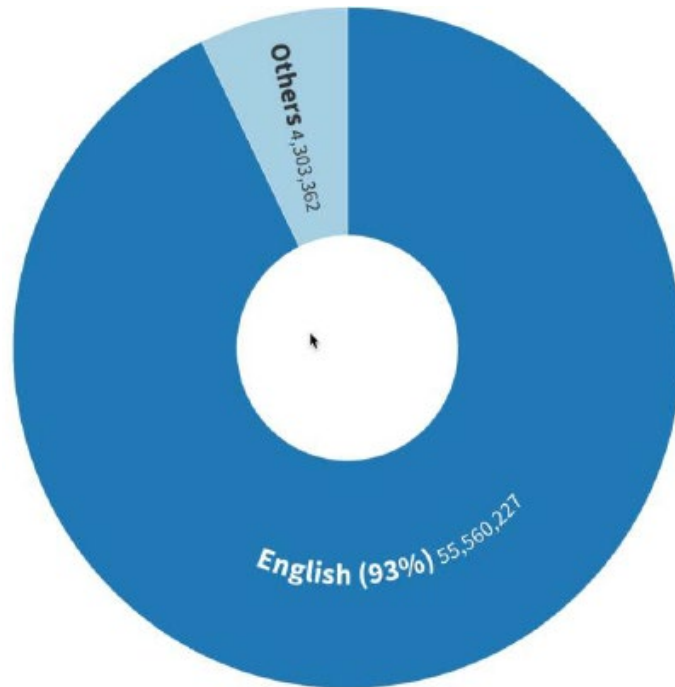
FAIRNESS IN QUALITATIVE ASSESSMENT?

- **A narrative CV is a type of CV format that provides structured written descriptions of academics' or researchers' contributions and achievements** that reflect a broad range of relevant skills, experiences and outputs and contributions regardless of language
- narrative CV's inherent emphasis on language use may introduce bias and noise into the evaluation process
- Gendered language and self-promotion tactics may also result in biased evaluations
- Importantly, funding organizations also need to consider and account for **how narrative formats disadvantage non-native language researchers**

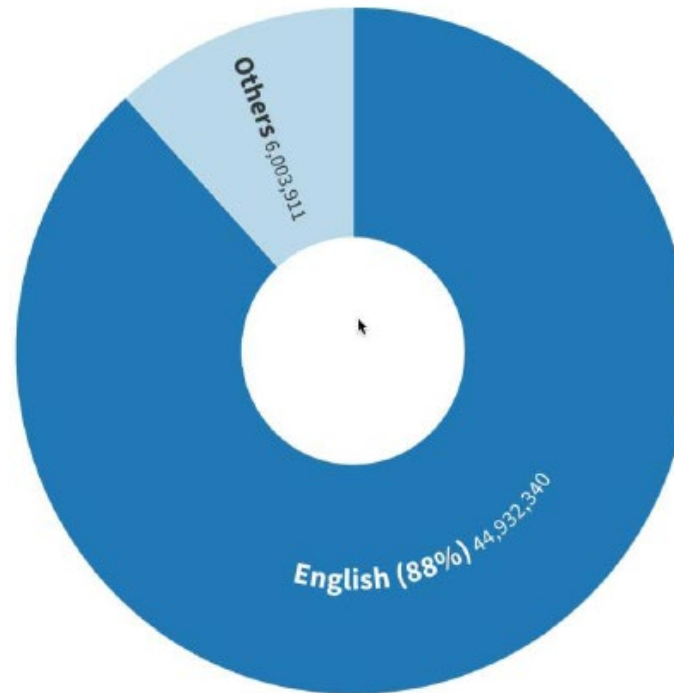


FAIRNESS IN PUBLICATION METRICS?

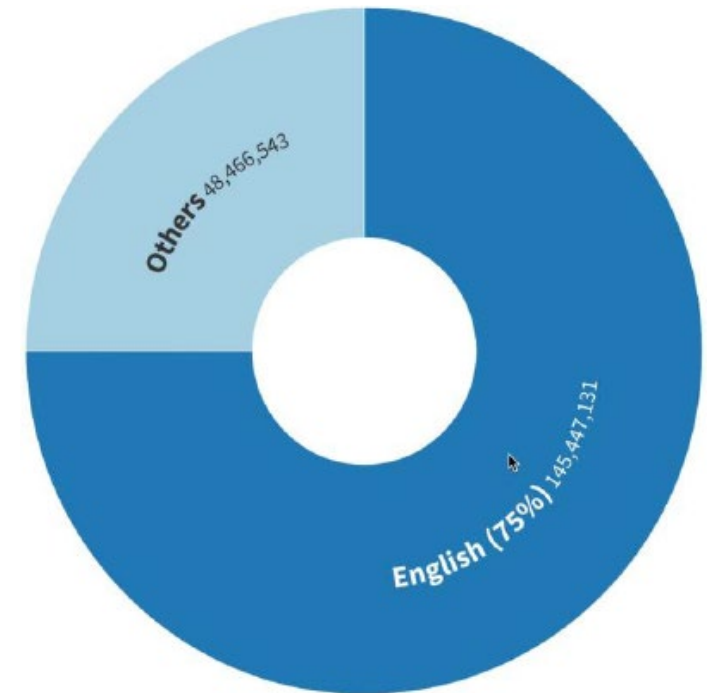
WEB OF SCIENCE



SCOPUS



OPENALEX



2. COALITION FOR ADVANCING RESEARCH ASSESSMENT

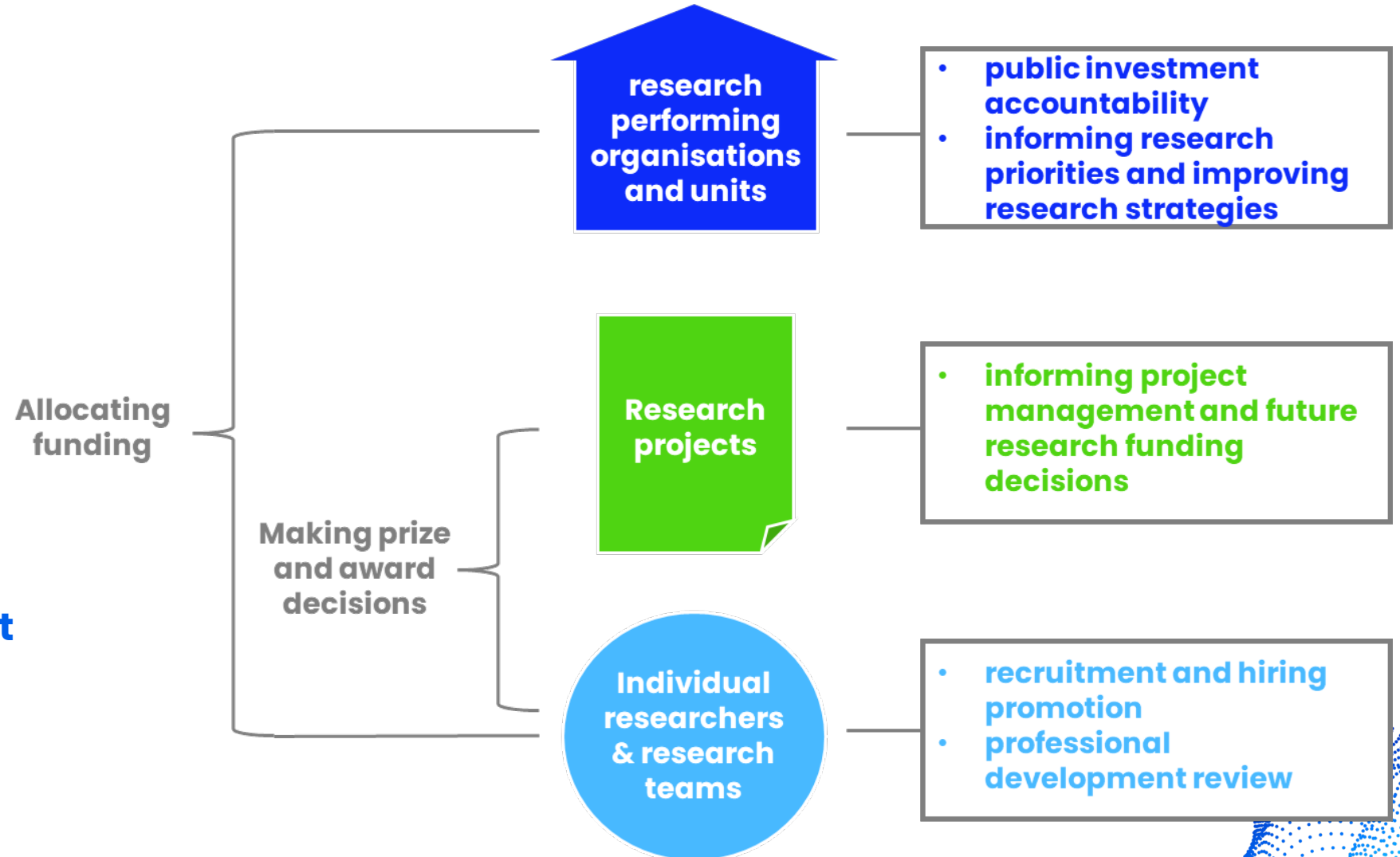
REFORM AGREEMENT

- [The Agreement on Reforming Research Assessment published in 2022](#) has been signed by over 800 organisations from over 50 countries (Europe and beyond)
- The Agreement includes the **principles, commitments** and 5-year timeframe for reforms with **action plan**
- Agreement does not have any legally binding effect but it represents a **public commitment** to contribute actively and constructively to reforming research assessment
- The agreement establishes a **common direction** for research assessment reform, while respecting organisations' autonomy



COARA VISION AND SCOPE

“Assessment of research, researchers and research organisations **recognises the diverse outputs, practices and activities that maximise the quality and impact of research**”



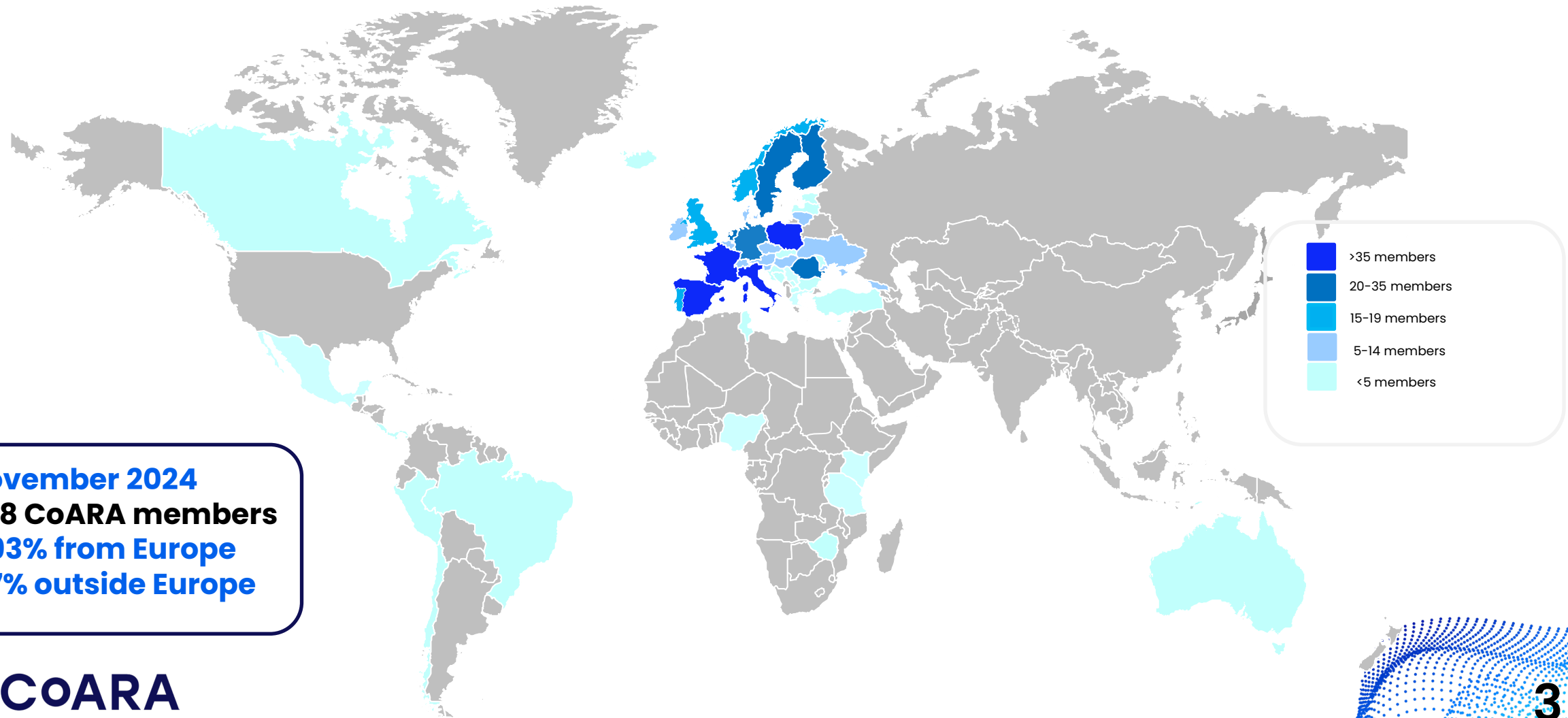
COARA CORE COMMITMENTS

1. Recognise the **diversity of contributions** to, and careers in, research in accordance with the needs and nature of the research
 - Scope: recognition of the broad diversity of valuable contributions that researchers make to science and for the benefit of society, including diverse outputs beyond journal publications and **irrespective of the language in which they are communicated**;
2. Base research assessment primarily on **qualitative evaluation** for which peer review is central, **supported by responsible use of quantitative indicators**
3. Abandon **inappropriate uses** in research assessment **of journal- and publication-based metrics**, in particular inappropriate uses of Journal Impact Factor (JIF) and h-index
 - Scope: 'Inappropriate uses' include... **assessing outputs based on metrics relating to** publication venue, format or **language**
4. Avoid the use of **rankings of research organisations** in research assessment

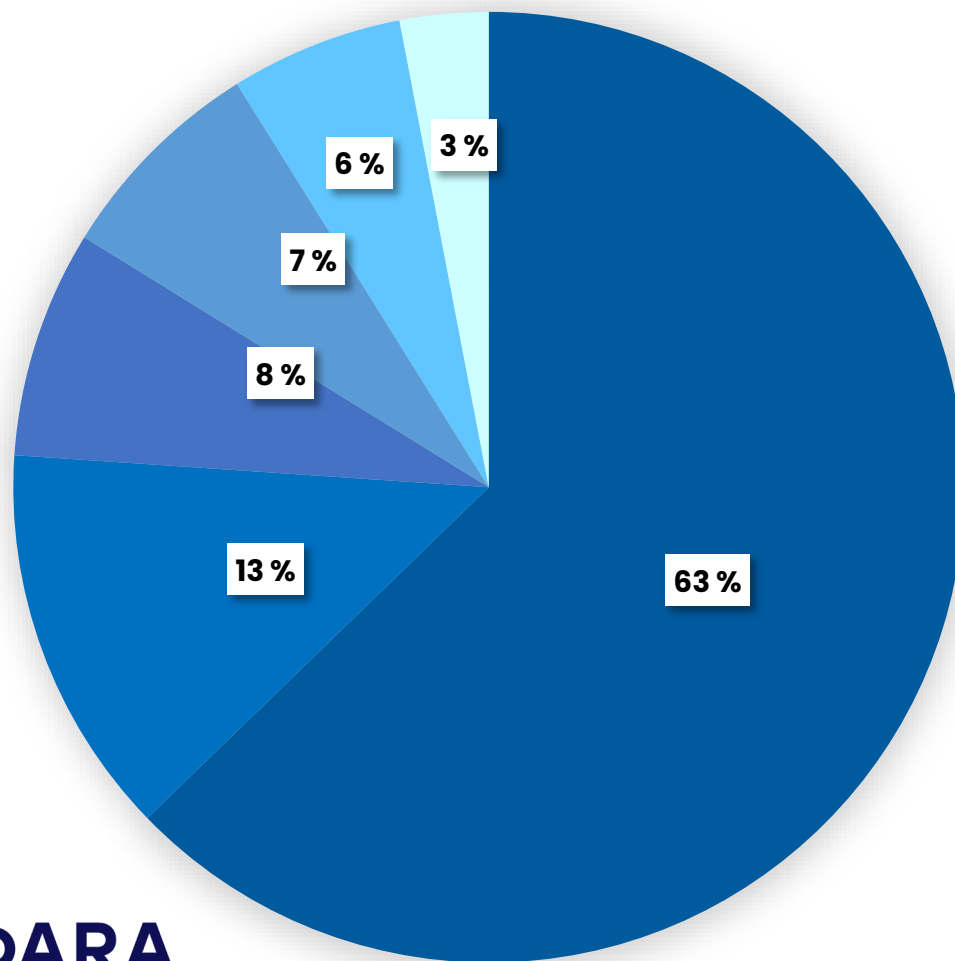
COALITION OF SIGNATORIES

- Signatory organisations can apply to become members of **CoARA** (Coalition for Advancing Research Assessment), which is a **community to facilitate the implementation** of their own reforms and enable systemic change.
- The Coalition is governed by its **General Assembly** of Members and **Steering Board** and supported by a **Secretariat** hosted by the European Science Foundation (ESF)–Science Connect.
- The Coalition offers a space for its members to **learn from others' experiences**, to advance the process of research assessment reform in Europe and beyond.
- Coalition members are invited to be involved in **National Chapters (NC)** and **Working Groups (WG)** and other Coalition activities.

COARA MEMBERSHIP: COUNTRY & REGION



COARA MEMBERSHIP: ORGANISATION TYPE



- Universities and their associations
- Research centres, research infrastructures, and their associations
- Academies, learned societies, and their associations, and associations of researchers
- Public or private research funding organisations and their associations
- Other relevant non-for-profit organisations involved with research assessment, and their associations
- National/regional authorities or agencies that implement some form of research assessment and their associations

3. WG ON MULTILINGUALISM AND LANGUAGE BIASES IN RESEARCH ASSESSMENT

13 COARA THEMATIC WGs



Reforming Academic Career Assessment



Multilingualism and Language Biases in Research Assessment



Towards Open Infrastructure for Responsible Research Assessment



Global Framework for Research Evaluation in the Social Sciences and Humanities (SSH)



Responsible Metrics and Indicators



Towards Transformation, Transdisciplinarity, Applied/Practice-Based Research, and Impacts



Early-and-Mid-Career Researchers (EMCRs) – Assessment and Research Culture



Supporting the Alignment of Research Assessment Systems with CoARA in Biomedical Disciplines Through Administrative Reforms and Governance



Recognizing and Rewarding Peer Review



Experiments in Assessment – Idea Generation, Co-Creation, and Piloting



Improving Practices in the Assessment of Research Proposals



Ethics and Research Integrity Policy in Responsible Research Assessment for Data and Artificial Intelligence



TIER – Towards an Inclusive Evaluation of Research



1st WGs Co-Chair meeting
17 November 2023

COARA WG ON MULTILINGUALISM

- **18 Universities/Univ networks:** Coimbra Group, TOUR4EU, ERUA, Universities Norway, AMU Poznan, Antwerp, Hanken, Leiden, SU, Jyväskylä, Lusófona, Milano, Milani-Bococca, Nanterre, Sorbonne, Tampere, Turku, UABarcelona
- **5 Research centres and infrastructures:** OPERAS, CNR, CSIC, CNRS, NIFU
- **7 Academies, societies and association of researchers:** TSV, MCAA, ECSPM, Eurodoc, EuroScience, ENRESSH, GYA
- **4 Public or private research funding organisations:** AKA, ANR, FWO, cOAlition S
- **1 Evaluation authorities/agencies:** ANVUR
- **2 Not-for-profit organisations:** EASSH, ISE
- **4 Organisations outside Europe:** CLACSO-FOLEC (Argentina), translate (Australia), UNESCO Chair on Open Science (Canada), Fonds de recherche du Québec (Canada)

CO-CHAIRS

- **Emanuel Kulczycki**
(Adam Mickiewicz University Poznan)
- **Monica Dietl** (ISE)
- **Gian Maria Greco**
(MCAA)

COORDINATION

- **Janne Pölönen** (TSV)

WG MISSION

- By addressing language diversity and biases in assessment, **WG supports the EU (and other) institutions in fulfilling their duty** to enhance, promote and uphold **linguistic equity, diversity and non-discrimination** in Europe and globally.
- This requires fostering **research culture that values diverse competencies, interactions and communications in all languages without exclusions or priorities**



The United Nations' Universal Declaration of Human Rights article 27 states that **"everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits"**, and this according to Article 2 **"without distinction of any kind, such as... language"**

The Charter of Fundamental Rights of the EU also places an obligation on the Union to **respect linguistic diversity** (Article 22) **and prohibits discrimination on grounds of language** (Article 21).

WG MAIN OBJECTIVES

1. to **raise awareness** across all fields about the importance of “multilingualism in practice of science, in scientific publications and in academic communications” (UNESCO)
2. to provide institutions with **policy advice, guidelines, and implementation proposals** for recognizing, rewarding and incentivizing research carried out and communicated in all languages, and for addressing language biases in metrics, expert-assessment and rankings

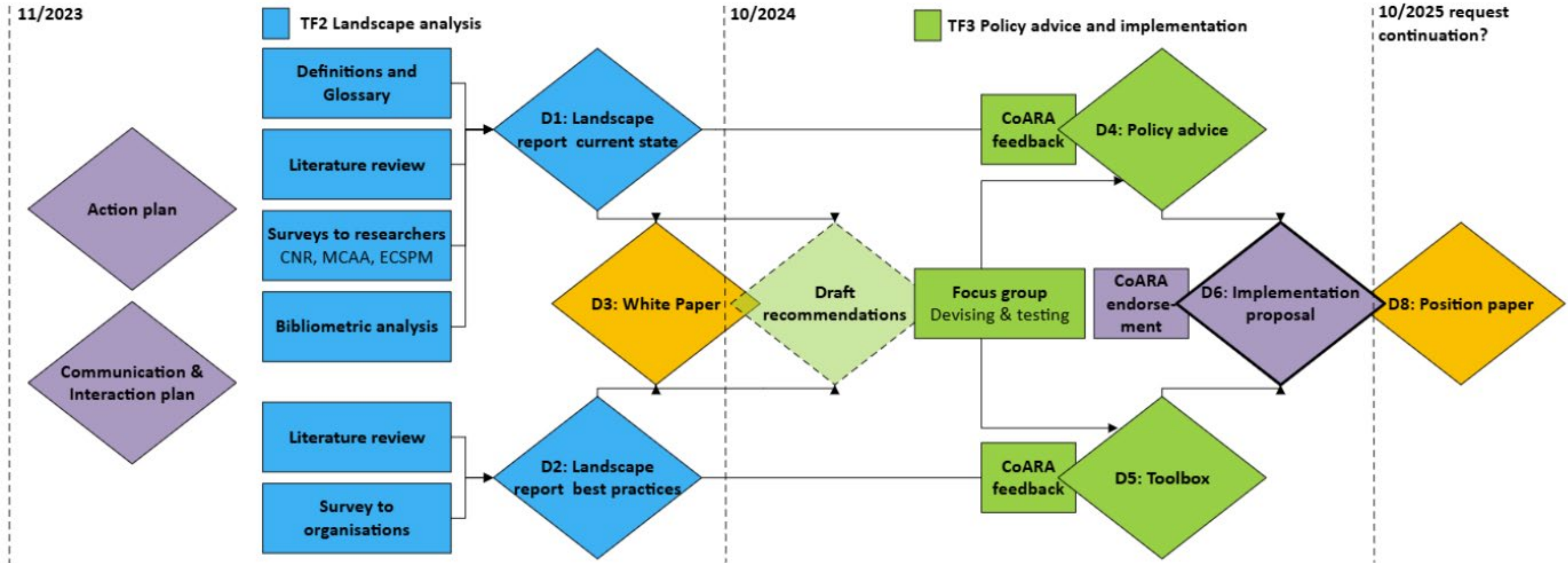
Task Forces (TF)

1. TF1: Coordination
2. TF2: Landscape analysis
3. TF3: Policy advice and implementation
4. TF4: Communication

Interest Groups (IG)

1. Early career researchers
2. Civil society
3. Intersectionality
4. Language learning and skills
5. Open Scholarly communication

WG WORK PLAN




LANDSCAPE ANALYSIS

- CoARA Working Group Glossary
- Literature Review, contextualizing the findings within broader scholarly literature on multilingualism, language biases, and policy implications.
- Surveys to researchers and organisations
 - Survey to CoARA signatory organizations
 - Surveys to researchers (Marie Curie Alumni Association – MCAA, Italian National Research Council – CNR, Hungarian Research Network – HUN-REN, European Civil Society Platform for Multilingualism – ECSPM)
- Bibliometric analysis of linguistic coverage of exclusive (Web of Science and Scopus) and inclusive databases (OpenAlex, OpenAire)



VISION & IMPLEMENTATION PROPOSAL



Ideally, researchers can communicate, submit documents, and make publications in the language of their choice

Implementation proposal for language-aware assessments will be aimed at higher education institutions, research and funding organisations to facilitate implementation of CoARA commitments

- Option 1: Make multilingualism a core value of research assessment
- Option 2: Assess and improve language diversity, competences and practices
- Option 3: Create expectations and criteria for multilingualism
- Option 4: Integrate multilingualism into assessment processes

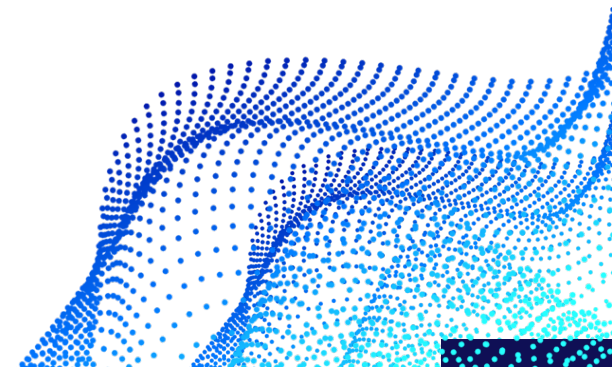


CoARA

Recommendations for action and implementation

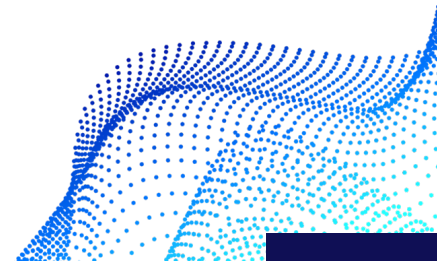
16 May 2025, Madrid
ECSPM annual symposium

Josep M. Cots
University of Lleida



TF3- Policy advice and implementation

- ❑ Recommendations for action
 - ❑ A language-aware institution
 - ❑ A multilingual institution in practice
 - ❑ Language-aware criteria
 - ❑ A multilingual research process
- ❑ Reflections about
 - ❑ English or the elephant in the room or English
 - ❑ A dualistic view of English
 - ❑ A STEM researcher's point of view



Towards a language-aware research assessment

1. A language-aware institution for which multilingualism is a core value

1.1. Specific committee / department

1.2. Action plan

Towards a language-aware research assessment

2. A multilingual
institution in
practice

1.1. Overview of skills, practices, needs

1.2. Gaps and priorities

1.2. Capacities, services, infrastructure

Towards a language-aware research assessment

3. Language-aware criteria

3.1. Contributions in any language as well as different languages

3.2. Contributions to developing scientific language and terminology

3.3. Contributions to promoting everyday multilingualism (website, conferences, social networks, etc.)

Towards a language-aware research assessment

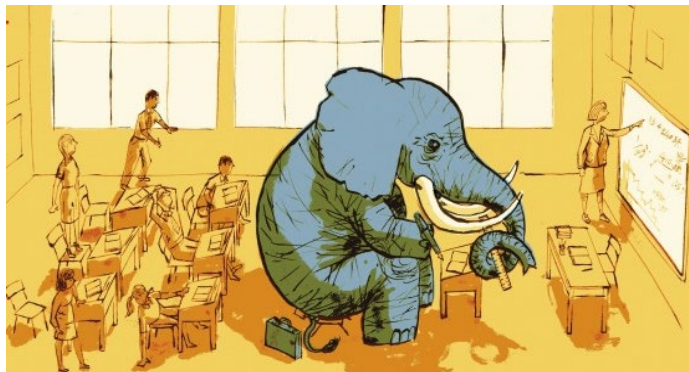
4. A multilingual assessment process

4.1. Multilingual communication throughout the process

4.2. Evaluators with multilingual profile

3.3. Alternative research metrics, qualitative assessment

English or the elephant in the room



The first 160 top journals cited by Scopus (Scopus, 2022) in all disciplines are in English, and, except for 10, they are all US/UK-based.

Sabaté-Dalmau, M. & Sorolla, N. (2025). Problematising academic journals' evaluation systems: A case-study approach to Sociolinguistics databases indexing for medium-sized languages. In Josep Soler and Kathrin Kaufhold (Eds.): *Language and the knowledge economy: Multilingual scholarly publishing in Europe* (pp. 176-194). Routledge

A dualistic view of english

English as hegemonic-dominating, inhibitor of multilingualism (Phillipson 1992)

VS.

English as liberating-empowering, facilitator of an egalitarian transnational scientific community (Van Parijs 2011).

The views of two researchers

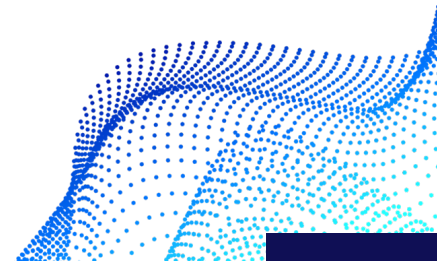
	Sociolinguist	Biotechnologist
Balanced institutional trilingualism?	Not balanced. We need more 'affirmative action' for Catalan, as the minoritised language it is	Catalan as an obstacle for internationalisation. English is not used enough for institutional communication
Language(s) of scientific communication?	English	English for scientific communication Catalan/Spanish for outreach and transfer
Alternative research assessment including local languages?	Very difficult Sceptical about local journal rankings in SS&H (Carhus+, FECYT)	Very difficult + value for outreach and transfer > + value for multilingualism

AN EXAMPLE OF LINGUISTIC INJUSTICE?

- ☐ More time reading
- ☐ More likely to have a paper rejected
- ☐ Less likely to be invited as keynote speakers
- ☐ Additional cognitive load and stress
- ☐ More dependent on support

Resisting injustice?

- ❑ Increased visibility and impact
- ❑ A stronger scientific community
 - More frequent communication
 - Shared communicative code and referents
 - Outsider/insider views
- ❑ The language I was trained in



On second thoughts...

- ❑ Language competence vs. physical, scholarly, financial isolation as gatekeepers
- ❑ NS editors vs. ELF editors, reviewers, keynotes speakers, etc.
- ❑ The native / non-native speaker divide
- ❑ Academic literacy and the native speaker
- ❑ Multilingual vs. plurilingual speakers