

DASSH ADR Network
HASS Research Quality Indicators
Working Group

Professor Alan McKee, UTS
DASSH Annual Conference
Plenary Session 4:
Collaborating in Research for Impact
2 September 2016

**UTS:ARTS AND
SOCIAL SCIENCES**

HASS Research Quality Indicators in Australia and New Zealand

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The Deans of Arts, Social Sciences and Humanities network Working Group on HASS Research Quality Indicators in Australia and New Zealand consisted of:

- Professor Alan McKee (Chair), Associate Dean (Research and Development), Faculty of Arts and Social Sciences, University of Technology Sydney
- Professor Rachel Ankeny, Associate Dean (Research), Faculty of Arts, University of Adelaide
- Professor Gerry Docherty, Dean (Research), Arts, Education and Law Group, Griffith University
- Professor Susan Martin, Associate Pro Vice-Chancellor (Research), College of Arts, Social Sciences and Commerce, La Trobe University
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Background

At the 2015 DASSH conference, the meeting of the ADRs network discussed "Institutional KPIs for Research Performance". The group decided that DASSH should take a proactive role in developing a position on measuring research quality in HASS disciplines. As a first step a working group was convened and tasked with reviewing the current state of HASS research quality measurement in Australia and New Zealand, including recommendations as to current best practice. This report presents the group's findings.

In discussing the measurement of HASS research quality it is important to consider the purpose in such an exercise - why and how will the data be used? In relation to this issue the working group makes two points:

1. The working group saw the exercise as being driven primarily by institutional requirements - by ERA, government policies, the wider global context, and university responses to these factors. As universities increasingly take research

The Metric Tide



Report of the Independent Review of the Role of Metrics in Research Assessment and Management

July 2015

San Francisco Declaration on Research Assessment

Putting science into the assessment of research

There is a pressing need to improve the ways in which the output of scientific research is evaluated by funding agencies, academic institutions, and other parties.

To address this issue, a group of editors and publishers of scholarly journals met during the Annual Meeting of The American Society for Cell Biology (ASCB) in San Francisco, CA, on December 16, 2012. The group developed a set of recommendations, referred to as the *San Francisco Declaration on Research Assessment*. We invite interested parties across all scientific disciplines to indicate their support by adding their names to this Declaration.

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Recommendations

1. That DASSH identify and circulate existing journal and publisher lists produced by peak national professional associations in Australia.
2. That DASSH identify relevant peak bodies in those areas that do not yet have journal and publisher lists and offer support to those bodies to produce such lists should they wish to do so.
3. That DASSH recommends in cases where different disciplinary associations propose diverse proxy rankings (for journals or book publishers) that institutions err on the side of utilizing the higher ranking, or be transparent about why the higher ranking has not been utilized.

A modest proposal:

1. DASSH should, along with other HASS learned societies, support a move to the use of Google Scholar for the provision of HASS citation data
2. DASSH should work with Google Scholar, and with the creators of plug-ins, to improve the usability of the system for the creation of HASS citation data



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Contents lists available at ScienceDirect

Journal of Informetrics

journal homepage: www.elsevier.com/locate/joi



Peer review and the *h*-index: Two studies

Michael Norris, Charles Oppenheim*

Department of Information Science, Loughborough University, Ashby Road, Loughborough, Leics LE11 3TU, UK

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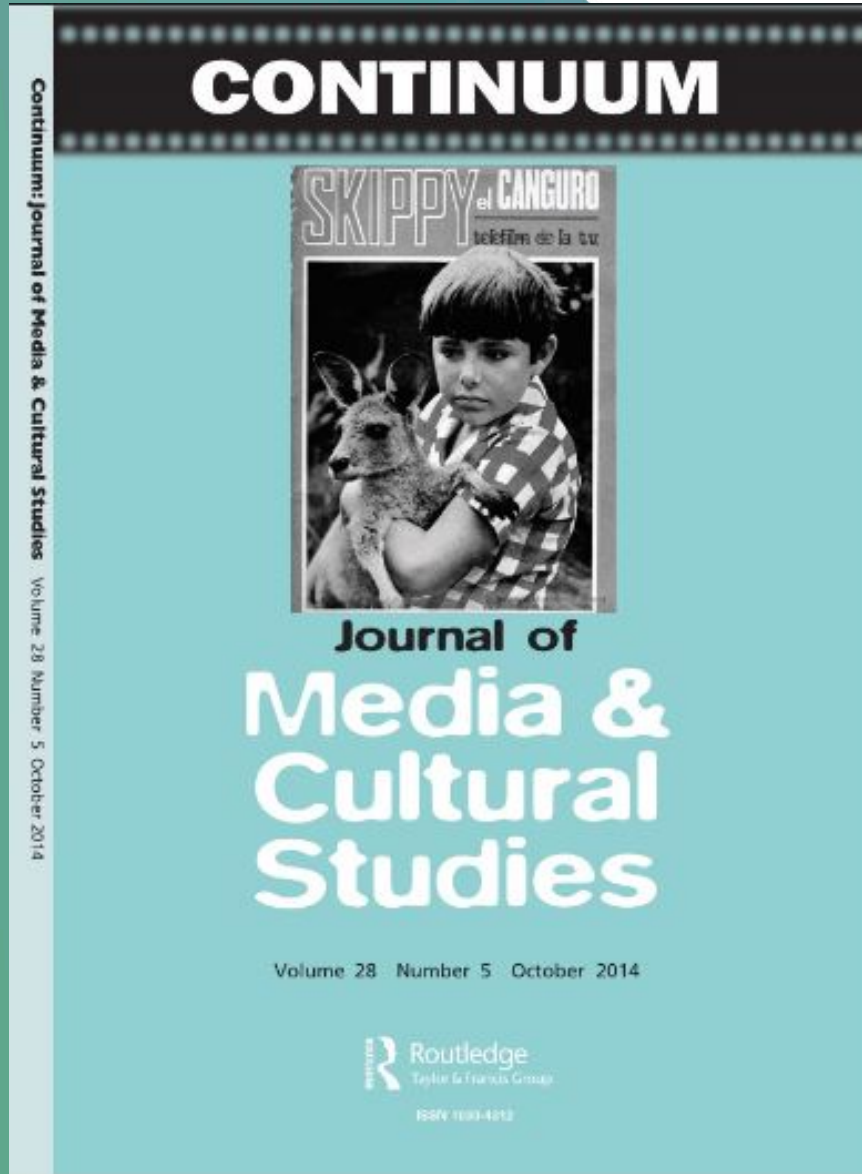
Pharmacy

ABSTRACT

Research was undertaken that examined what, if any, correlation there was between the *h*-index and rankings by peer assessment, and what correlation there was between the 2008 UK RAE rankings and the collective *h*-index of submitting departments. About 100 international scholars in Library and Information Science were ranked by their peers on the quality of their work. These rankings were correlated with the *h* and *g* scores the scholars had achieved. The results showed that there was a correlation between their median rankings and the indexes. The 2008 RAE grade point averages (GPA) achieved by departments from three UoAs – Anthropology, Library and Information Management and Pharmacy were compared with each of their collective *h* and *g* index scores. Results were mixed, with a strong correlation between pharmacy departments and index scores, followed by library and information management to anthropology where negative and non-significant results were found. Taken together, the findings from the research indicate that individual ranking by peer assessment and their *h*-index or variants was generally good. Results for the RAE 2008 gave correlations between GPA and successive versions of the *h*-index which varied in strength, except for anthropology where, it is suggested detailed cited reference searches must be undertaken to maximise citation counts.

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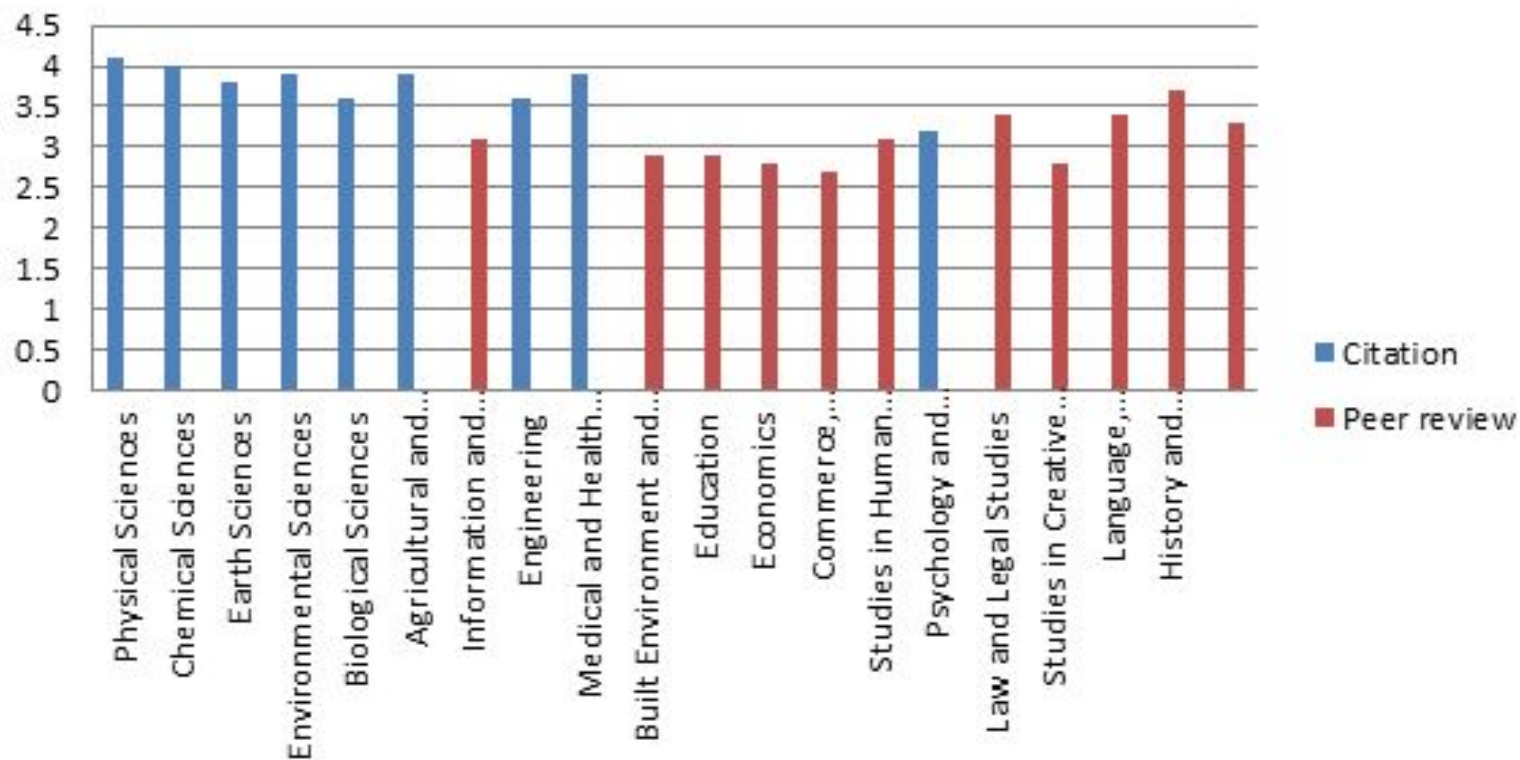
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	Citation or peer review?	Average 4 digit score, ERA 2015
1. Mathematical Sciences	Mix by FOR	3.9
2. Physical Sciences	Citation	4.1
3. Chemical Sciences	Citation	4.0
4. Earth Sciences	Citation	3.8
5. Environmental Sciences	Citation	3.9
6. Biological Sciences	Citation	3.6
7. Agricultural and Veterinary Sciences	Citation	3.9
8. Information and Computing Sciences	Peer review	3.1
9. Engineering	Citation	3.6
10. Technology	Mix by FOR	4.1
11. Medical and Health Sciences	Citation	3.9
12. Built Environment and Design	Peer review	2.9
13. Education	Peer review	2.9
14. Economics	Peer review	2.8
15. Commerce, management, tourism and services	Peer review	2.7
16. Studies in Human Society	Peer review	3.1
17. Psychology and Cognitive Sciences	Citation	3.2
18. Law and Legal Studies	Peer review	3.4
19. Studies in Creative Arts and Writing	Peer review	2.8
20. Language, Communication and Culture	Peer review	3.4
21. History and Archaeology	Peer review	3.7
22. Philosophy and Religious Studies	Peer review	3.3



Average 2015 ERA score



Average scores

Citation FORs	3.8
Peer review FORs	3.1

1. BOOKS AND CHAPTERS ARE UNDER-REPRESENTED BY CITATION PROVIDERS

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2. CITATION PROVIDERS TYPICALLY USE SHORT TIME FRAMES (FIVE YEARS)

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3. BARRIERS FOR ENTRY TO JOURNALS

4. HASS CITATION RATES ARE LOWER THAN STEM CITATION RATES EVEN WHEN ALL SOURCES ARE INCLUDED

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Alan McKee

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Entertainment
Verified email at uts.edu.au
My profile is public

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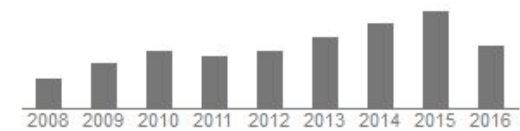
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	A McKee					
	Cambridge University Press					
<input type="checkbox"/>	The indigenous public sphere				132	2000
	J Hartley, A McKee					
	Oxford UP					
<input type="checkbox"/>	The porn report				108	2008
	A McKee, K Albury, C Lumby					
	Melbourne University Press					
<input type="checkbox"/>	A beginner's guide to textual analysis				104	2001
	A McKee					
	Metro Magazine: Media & Education Magazine, 138					
<input type="checkbox"/>	Australian Television: A genealogy of great moments				82	2001
	A McKee					
	Oxford University Press					
<input type="checkbox"/>	The objectification of women in mainstream pornographic videos in Australia				66	2005

Google Scholar

Citation indices	All	Since 2011
Citations	2209	1351
h-index	20	17
i10-index	36	27



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- [Kath Albury](#) + x
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- [Feona Attwood](#) + x
- [Ben Mathews](#) + x
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Publication	h5-index
1. New Media & Society	60
2. Journal of Communication	48
3. Public Relations Review	38
4. Journal of Computer-Mediated Communication	37
5. Journal of Pragmatics	37
6. Journalism	36
7. International Journal of Communication	34
8. Public Opinion Quarterly	34
9. Communication Research	33
10. Media, Culture & Society	32
11. Journalism Practice	30
12. Journal of Advertising	29
13. Journal of Broadcasting & Electronic Media	29
14. Journalism Studies	27
15. The International Journal of Press/Politics	26
16. Journal of Advertising Research	25
17. Communication Theory	24
18. Human Communication Research	24

Benchmarking citation measures among the Australian education professoriate

Peter R. Albion

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Abstract Individual researchers and the organisations for which they work are interested in comparative measures of research performance for a variety of purposes. Such comparisons are facilitated by quantifiable measures that are easily obtained and offer convenience and a sense of objectivity. One popular measure is the journal impact factor, based on citation rates, but it is a measure intended for journals rather than individuals. Moreover, educational research publications are not well represented in the databases most widely used for calculation of citation measures, leading to doubts about the usefulness of such measures in education. Newer measures and data sources offer alternatives that provide wider representation of education research. However, research has shown that citation rates vary according to discipline and that valid comparisons depend upon the availability of discipline-specific benchmarks. This study sought to provide such benchmarks for Australian educational researchers based on analysis of citation measures obtained for the Australian education professoriate.

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