How to bolster employability through open science

Laura M. König[1]*, Anne Gärtner[2], Hannah R. Slack[3], Sandesh Dhakal[4], Adeyemi Adetula[5, 6], Michael R. Dougherty[7], Nadia S. Corral-Frías[8]

[1] Faculty of Psychology, University of Vienna, Austria
[2] Department of Education and Psychology, Free University Berlin, Germany
[3] Department of Psychology, Institute of Psychiatry, Psychology and Neurosciences, King's College London, United Kingdom
[4] Central Department of Psychology, Tribhuvan University, Kirtipur, Kathmandu, Nepal
[5] Department of Psychology, Alex Ekwueme Federal University Ndufu-Alike, Nigeria
[6] Laboratoire Interuniversitaire de Psychologie, Université Grenoble Alpes, France.
[7] Department of Psychology, University of Maryland, USA
[8] Psychology Department, Universidad de Sonora, Mexico

* Corresponding author: Dr. Laura M. König, laura.koenig@univie.ac.at

Abstract: Open science contributes to more rigorous and impactful science. However, little attention is often paid to the benefits that it provides to its users, such as project management and programming skills. Although not its primary objective, these skills may be considered additional benefits supporting the transition to open science practices. Drawing from international perspectives, this chapter will discuss skills that students develop explicitly or implicitly by engaging in open science and their benefits to careers within and outside of academia. It will also showcase examples of how engagement in open science is considered in (academic) hiring decisions, including ongoing debates and areas for (structural) improvement. Ultimately, this chapter will inform educators about the most important open science skills and provide insights into how to strategically build a resume to present open science-related skills convincingly to improve employability, including practical tips and resources.

Keywords: transferable skills; professional development; career advancement; professional skills; academic career; skill development

This chapter will be published in:
Pennington, C. & Pownall, M. (Eds). (in press). *Teaching Open Science*. Elgar.

The online supplementary material is available from https://osf.io/dk762/.

<a>Introduction

Open science (OS) aims to make research openly accessible, transparent, rigorous, reproducible, replicable, and inclusive (Parsons et al., 2022). Following reports on a lack of reproducibility in psychological science (e.g., Open Science Collaboration, 2015), these practices aim to shift the research culture from established and seemingly beneficial, yet questionable, research practices to being fully transparent about the research process, including key decisions and mistakes (Korbmacher et al., 2023).

Sharing protocols, materials, and code improves rigor, replication, reproducibility (Nosek et al., 2015), and public trust (Altenmüller et al., 2021). Since the mid-2010s, some disciplines have begun treating OS as the norm in research and education (Kohrs et al., 2023), promoting a more open, transparent, and inclusive research culture (Korbmacher et al., 2023). However, additional benefits for students engaging in OS, such as benefits for their professional career, are rarely discussed. This chapter explores how engaging in OS builds research-related and real-life skills valued by employers both in academia and beyond, and how educators can help students develop and showcase them.

<a>Building academic and professional skills through OS

While OS is often motivated by research benefits, it also builds essential skills valued beyond academia. This may be unclear to students and educators, but it can motivate engagement with OS. Here, we outline how specific OS principles relate to transferable skills for various professional domains.

Applying OS practices like open pipelines, data curation, and transparent code can improve students' (and researchers') **understanding of the scientific process**. For instance, traditional manuscripts often omit details about important decisions. By contrast, OS practices like preregistration and Registered Reports that are peer-reviewed prior to conducting the study provide a clearer understanding of how to continually improve designs, measures, and analytical processes (Nosek & Bar-Anan, 2012). Moreover, reproducible workflows, where code is created and shared, teach **version control, data organization, and transparency**. These practices aid in project organization, efficiency, and lead to better project management skills (Kathawalla et al., 2021).

Adopting OS practices exposes students to new methods and analytic tools (Allen & Mehler, 2019). Code sharing requires **statistical literacy and coding skills**, increasing knowledge about data analysis and helping improve data interpretation and critical thinking. Writing, revising, and editing scripts encourages active learning through examples and previous errors. Reading and understanding these scripts improves understanding of the process and critical thinking. Open scripts also improve analytical accuracy of analyses in congruence with research hypotheses (Banks et al., 2019). Documenting pipelines enables error detection, modification of analysis, or data visualization. Moreover, writing readable code is a key skill for collaboration (Kathawalla et al., 2021).

Clear and engaging writing is a skill in and beyond academia. Writing plain language summaries helps develop the ability to communicate complex findings to diverse audiences. OS requires transparent writing, which improves methodological clarity, supports replication, and enables cumulative science. It also trains users to write clearly. Indeed, transparent writing is essential for communication-focused jobs (Kathawalla et al., 2021).

Employers increasingly value **soft skills** that OS develops, including **organizational skills** like record-keeping, data organization, and note-taking. These practices improve organization and prevent errors in data analysis and reporting (Markowetz et al., 2014). OS also trains **time management** through milestone planning for preregistration, data sharing, and publication. In a globalized world, international collaborations are becoming the norm (Pappas, 2025). Fang and Casadevall (2015) point out that data sharing can facilitate greater communication between collaborators and thus foster greater **communication skills**. Especially for scholars in the Global North, learning about OS is an opportunity to reflect on the importance of transparent and ethical reporting in the context of (un-)equal access, distribution of opportunities, and dissemination of knowledge globally (Grahe et al., 2020, Ghai et al., this book). Increasing diversity and equity improves science, but more importantly for this chapter, it also fosters **creativity and innovation** by encouraging individuals to draw on a wider range of experiences and perspectives. OS promotes a more inclusive and diverse science by enabling more people from across the globe to participate in science through greater (barrier-free) sharing of resources. Finally, open collaboration and transparent research – including sharing preprints, data, and code – encourage open debates about errors and promote the ability to accept criticism. By enabling others to reanalyze data and assess methods, OS promotes questioning, problem-solving, and **critical and flexible thinking**, which is valued in many professions.

Moreover, OS can **boost visibility** and employability. Sharing work via social media, preprints, or open access publications, which are all available for free, broadens reach (McKiernan et al., 2016). Openly accessible work may even boost chances for fellowships and grants by increasing visibility during review (Daniel Quintana, 2022, January 28). It increases citations (Fu & Hughey, 2019) and creates opportunities for collaboration (Allen & Mehler, 2019). Importantly, visibility can extend beyond academia and strengthen job prospects by building a reputation for integrity, as sharing methods, data, and code signals transparency and care (Markowetz et al., 2014).

Most documented OS employability benefits arise from High Income Countries where discussions on the credibility revolution originated (Korbmacher et al., 2023). Despite challenges like poor infrastructure and limited funding (Onie, 2020), OS uptake is improving in Low and Middle Income Countries and thus the benefits that arise from it. For instance, OS tools, such as open statistical software (e.g., R, JASP, jamovi) enable equitable training. Yet, other OS practices may remain less familiar, partly due to limited training materials in local languages. Initiatives such as the Collaborative Replication and Education Project's (see Chapter X; https://osf.io/4v5yg/) and ABRIR (https://zenodo.org/records/14475932) translated materials into several languages including Igbo, Mandarin, Malay, Serbian, Spanish and Swahili and have begun to build capacity and make OS beneficial for employability worldwide (Adetula et al., 2021; Chuan-Peng et al., 2025; see also Chapter 5).

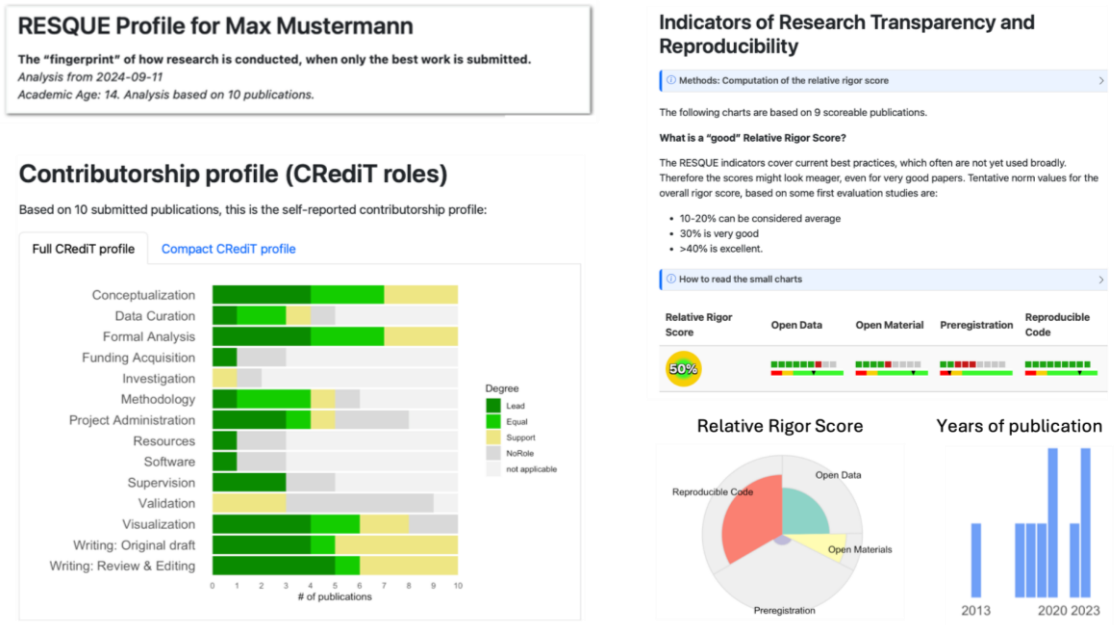
<a>Hiring in academia: Current practices and future trends

The value of OS practices is increasingly recognized in academia, requiring students aspiring to a career in research to navigate both complex scientific challenges and this shift in hiring and evaluation practices. Traditional metrics like journal impact factors and *h*-indices dominate research evaluation but are increasingly criticized as poor indicators of research quality (Dougherty & Horne, 2022). They often reward quantity over quality, promote superficial publishing strategies, and reinforce structural inequities by favoring researchers with access to high-visibility platforms.

In response, several initiatives are challenging metric-based evaluation systems. For example, the San Francisco Declaration on Research Assessment (DORA), the Coalition for Advancing Research Assessment (CoARA), and the Dutch “Recognition & Rewards” program call for a broader understanding of academic achievement valuing depth, transparency, and relevance over quantity. This reflects a shift towards more nuanced assessment in modern research, where openness, reproducibility, and interdisciplinary collaboration are essential to producing robust and meaningful results.

One concrete example of this shift is the RESQUE (Research Quality Evaluation) framework (Schönbrodt et al., 2025; Gärtner et al., 2025; https://www.resque.info/). RESQUE moves beyond publication counts and impact factors by assessing research contributions across multiple dimensions, including empirical rigor, theoretical value, and adherence to OS practices. It encourages candidates to present a selected portfolio of work—such as papers, datasets, or research software. A web-based application (https://www.resque.info/applicants.html) supports the creation of structured multidimensional profiles (see Figure 1). This more nuanced evaluation supports fairer and more responsible hiring decisions and creates space for diverse research profiles. At the same time, they have important implications for students, since employability in academia is no longer primarily determined by the number of published papers or amount of grant funding obtained; it also requires demonstrating transparency, methodological care, and the ability to work collaboratively.

Figure 1. Example excerpt from a multidimensional RESQUE evaluation profile from https://www.resque.info/applicants.html.



Students who develop OS competencies early—and frame their contributions in terms of quality rather than quantity—will be better prepared for academic careers shaped by these emerging values. Educators can support them by embedding reflective research practices into their teaching. For example, students could assess their own projects using RESQUE-inspired criteria or develop a “mini-profile” that highlights not only their written work, but also

supporting materials, code, or outreach activities. This fosters not only technical skills, but also a deeper understanding of what constitutes meaningful and responsible science.

A second example comes from the University of Maryland's Department of Psychology, which implemented changes in their hiring, annual review, and tenure-and-promotion processes that place greater emphasis on conducting transparent, open, and reproducible science. Position descriptions now ask candidates to explicitly address how they plan to incorporate OS principles in their work, and review committees now include an assessment of OS practices as part of a standardized holistic rubric for evaluating candidates. The OS practices are also incorporated into the annual review and tenure-and-promotion policies (see online supplement). Faculty are now rated on the "Degree to which research, data, procedures, code, and research products are made openly available where appropriate" and "The use of registered reports or pre-registration." Criteria for tenure review (see online supplement) also include various dimensions that reflect rigor and transparency. For instance, the evaluation of "Research Productivity" explicitly recognizes the creation and public sharing of data sets, analysis tools, research scales, behavioral tasks, and computer code. The criteria for evaluating "Quality and Potential for Impact" include several dimensions that relate to open science practices, such as "Evidence of adhering to standards for conducting transparent, ethically sound, and reproducible research" or the "Development of research tools, instruments, code, and data and the open sharing of those resources to the extent ethically permitted." Importantly, the policy at Maryland is designed to reward individuals who engage in these practices without imposing mandates. That is, the policies allow for multiple ways in which one can demonstrate 'quality and potential for impact' without being prescriptive.

Multidimensional evaluation systems can also support students aiming for careers in industry, government, or the non-profit sector. By emphasizing transferable skills such as rigor, transparency, and collaboration, these systems help students present diverse research outputs in a structured way. This enables them to demonstrate both their competencies and how they work, which is increasingly valued outside traditional academic paths.

<a>Strategically building a portfolio

Carefully documenting work products, also with regards to OS, is key for preparing convincing job applications. Traditional CVs provide little detail regarding the actual labor that goes into any individual research project, providing only the citation to the published paper. Yet, not all publications are created equal – some involve more work, more time, and yield more (or less) trustworthy results. For instance, all else being equal, a publication with five well-powered studies involves more time and effort than a single-study paper. Likewise, engaging in activities that support robust and reproducible research, such as preregistration and the sharing of data and analysis code, presumably enhance the value and trustworthiness of published research (Funk et al., 2019). The traditional CV format lacks the level of detail needed for assessing the scope of the published work, author contributions, or the scientific or societal impact.

One approach to addressing this issue is annotated CVs (Dougherty et al., 2019) that document the research scope, robust and open scientific practices, and the potential contribution of the research for advancing science or addressing societal problems. These details enable evaluators to look beyond the journal name and simple bean-counting and reward researchers for the substance of their work. If a more condensed presentation format

is desired, OS badges for preregistration, open materials, data, and code can be included next to the individual references in the publication list to highlight the respective OS practice (see Figure 2 for an example). Additional symbols can be introduced for other purposes, such as highlighting Registered Reports. Indeed, these badges increase trust in one's work (Schneider et al., 2022).

Having one long CV including a full documentation of all work products is useful so that nothing is forgotten. However, a CV always needs to be tailored to the position one is applying for. In academia, long CVs are still common, but in industry, CVs typically condense the information to 1-2 pages. Still, the richness provided by an annotated CV can be useful also when applying for positions outside of academia. An employer in industry might not be interested in the journals the applicant has published in or in reading the publications; they may be more interested in one's work skills or ability to lead.

Engagement with OS can also be highlighted in other materials that are typically part of an (academic) application package (see Table S1 in the online supplement for examples). For instance, engagement with OS practices can be highlighted and summarized in the motivation statement/cover letter or research statement, if applicable. While it is typically not possible to list all activities, including examples that are most relevant to the advertised position will be most beneficial. Similarly, if one applies OS not only in research, but also in teaching, these activities can be highlighted and explained in a teaching statement. Teaching statements usually include a section on teaching philosophy, which is a good place for explaining how OS is embedded into different (research-based) teaching activities. One also might want to share evidence of these activities, for example by including a link to a repository containing the data or other relevant outputs such as presentations and workshop materials (e.g., on the Open Science Framework or GitHub).

Figure 2. Example for a list of publications with OS badges.

<a>Recommendations and resources for educators

Given the many benefits that engaging in OS practices has, we encourage educators to embed OS practices in their teaching whenever possible. As further chapters in this book demonstrate (see e.g., Chapters 2 and 6), these practices can not only be taught in dedicated OS seminars, but also embedded in classes about any topic, as well as in methods and statistics education. Importantly, especially if OS is not the main or only focus of a class, the OS principles included in the class need to be carefully chosen to fit the topic and learning objectives. For example, students can create open educational resources such as podcasts. In a statistics class, students can learn how to use script-based data analysis software such as R or R Studio to practice writing and annotating code (see Chapter 4). Finally, students can also be encouraged to pre-register a research project for a research practicum or their thesis (Chapters 8 and 10).

Many benefits of engaging in OS may not be immediately clear to students, so they might initially see OS practices as additional hurdles to obtaining their degree (Pownall, Pennington, et al., 2023). Educators should therefore make the aims of addressing OS practices transparent to make the benefits clear. For example, if a course involves using open-source software to produce an analysis script, educators should be open about the aforementioned benefits to justify why this assignment is included and to increase students' motivation. It should also be noted that engaging in OS likely has more immediate benefits to students compared to the more distal benefit of employment, such as improved statistical literacy, which is beneficial for successfully completing the degree, and increased feelings of competence due to seeing oneself as an active contributor to research (Pownall, Azevedo, et al., 2023). In addition to signaling these benefits top-down, it may also be helpful for students to learn about experiences of previous cohorts, either through written testimonials or direct exchange. This may not only boost their self-efficacy and make them feel more ready and competent to employ OS practices themselves, but also provide them with practical tips for how to avoid mistakes and the opportunity to ask questions about the tasks and challenges their fellow students experienced.

Educators can also signal how the skills and experiences they gained can be made visible. For example, the Framework for Open and Reproducible Research Training provides their volunteers with example templates (https://forrt.org/cv/) so that they can see how to take credit for their work. Based on the examples outlined above, we also provide two templates for publication lists - one with extended descriptions and one with OS badges - in the online supplement.

<a>Concluding remarks

Engaging in OS indeed both promotes robust and trustworthy science and provides a strategic advantage on the job market in academia and beyond. Educators play an important role in making these benefits visible and in helping students to strategically build a portfolio relevant to their future careers and showcase their skills in their application to make it more convincing. Ultimately, not only does this benefit the students who will be employed, but also the workforce and society.

<a>Acknowledgements

We thank Marlene Altenmüller for her input on materials.

<a>References

Adetula, A., Forscher, P. S., Basnight-Brown, D., Azouaghe, S., Ouherrou, N., Charyate, A., Hansen, N., Adetula, G. A., & IJzerman, H. (2021). *Synergy between the credibility revolution and human development in Africa*. AfricArXiv Preprints. https://doi.org/10.31730/osf.io/e57bq

Allen, C., & Mehler, D. M. A. (2019). Open science challenges, benefits and tips in early career and beyond. *PLOS Biology*, *17*(5), e3000246. https://doi.org/10.1371/journal.pbio.3000246

Altenmüller, M. S., Nuding, S., & Gollwitzer, M. (2021). No harm in being self-corrective: Self-criticism and reform intentions increase researchers' epistemic trustworthiness and credibility in the eyes of the public. *Public Understanding of Science*, *30*(8), 962-976. https://doi.org/10.1177/09636625211022181

Banks, G. C., Field, J. G., Oswald, F. L., O'Boyle, E. H., Landis, R. S., Rupp, D. E., & Rogelberg, S. G. (2019). Answers to 18 questions about open science practices. *Journal of Business and Psychology*, *34*(3), 257-270. https://doi.org/10.1007/s10869-018-9547-8

Chuan-Peng, H., Xu, Z., Lazić, A., Bhattacharya, P., Seda, L., Hossain, S., Jeftic, A., Özdoğ ru, A. A., Bohrer Amaral, O. B., Miljković, N., Ilchovska, Z. G., Lazarevic, L. B., Boao, H.-W.-S., Ghodke, N., Moreau, D., Elsherif, M., Chinchu, C., Ghai, S., Carneiro, C. F. D., … Azevedo, F. (2025). *Open science in the developing world: A collection of practical guides for researchers in developing countries.* PsyArXiv. https://osf.io/preprints/psyarxiv/7ubk2_v2

Dougherty, MR. & Horne, Z. (2022). Citation counts and journal impact factors do not capture some indicators of research quality in the behavioural and brain sciences. Royal Society Open Science , 9, 2203342. https://royalsocietypublishing.org/doi/full/10.1098/rsos.220334

Dougherty, M. R., Slevc, L. R., & Grand, J. A. (2019). Making research evaluation more transparent: Aligning research philosophy, institutional values, and reporting. *Perspectives on Psychological Science*, *14*(3), 361-375. https://doi.org/10.1177/1745691618810693

Fang, F. C., & Casadevall, A. (2015). Competitive science: Is competition ruining science? *Infection and Immunity*, *83*(4), 1229–1233. https://doi.org/10.1128/iai.02939-14

Fu, D. Y., & Hughey, J. J. (2019). Releasing a preprint is associated with more attention and citations for the peer-reviewed article. *eLife*, *8*, e52646. https://doi.org/10.7554/eLife.52646

Funk, C., Hefferon, M., Kennedy, B. M., & Johnson, C. (2019, August 2). *Trust and mistrust in Americans' views of scientific experts*. Pew Research Center. https://www.pewresearch.org/science/2019/08/02/trust-and-mistrust-in-americans-views-of-scientific-experts/

Gärtner, A., Leising, D., Freyer, N., Musfeld, P., Lange, J., & Schönbrodt, F. (2025). *Responsible research assessment II: A specific proposal for hiring and promotion in psychology.* PsyArXiv. https://doi.org/10.31234/osf.io/5yexm_v2

Grahe, J. E., Cuccolo, K., Leighton, D. C., & Cramblet Alvarez, L. D. (2020). Open science promotes diverse, just, and sustainable research and educational outcomes. *Psychology Learning & Teaching*, *19*(1), 5-20. https://doi.org/10.1177/1475725719869164

Kathawalla, U.-K., Silverstein, P., & Syed, M. (2021). Easing into open science: A guide for graduate students and their advisors. *Collabra: Psychology*, *7*(1), 18684. https://doi.org/10.1525/collabra.18684

Kohrs, F. E., Auer, S., Bannach-Brown, A., Fiedler, S., Haven, T. L., Heise, V., Holman, C., Azevedo, F., Bernard, R., Bleier, A., Bössel, N., Cahill, B. P., Castro, L. J., Ehrenhofer, A., Eichel, K., Frank, M., Frick, C., Friese, M., Gärtner, A., … Weissgerber, T. L. (2023). Eleven strategies for making reproducible research and open science training the norm at research institutions. *eLife*, *12*, e89736. https://doi.org/10.7554/eLife.89736

Korbmacher, M., Azevedo, F., Pennington, C. R., Hartmann, H., Pownall, M., Schmidt, K., Elsherif, M., Breznau, N., Robertson, O., Kalandadze, T., Yu, S., Baker, B. J.,

O'Mahony, A., Olsnes, J. Ø.-S., Shaw, J. J., Gjoneska, B., Yamada, Y., Röer, J. P., Murphy, J., … Evans, T. (2023). The replication crisis has led to positive structural, procedural, and community changes. *Communications Psychology*, *1*(1), 3. https://doi.org/10.1038/s44271-023-00003-2

Markowetz, A., Błaszkiewicz, K., Montag, C., Switala, C., & Schlaepfer, T. E. (2014). Psycho-Informatics: Big Data shaping modern psychometrics. *Medical Hypotheses*, *82*(4), 405-411. https://doi.org/10.1016/j.mehy.2013.11.030

McKiernan, E. C., Bourne, P. E., Brown, C. T., Buck, S., Kenall, A., Lin, J., McDougall, D., Nosek, B. A., Ram, K., Soderberg, C. K., Spies, J. R., Thaney, K., Updegrove, A., Woo, K. H., & Yarkoni, T. (2016). How open science helps researchers succeed. *eLife*, *5*, e16800. https://doi.org/10.7554/eLife.16800

Nosek, B. A., Alter, G., Banks, G. C., Borsboom, D., Bowman, S. D., Breckler, S. J., Buck, S., Chambers, C. D., Chin, G., Christensen, G., Contestabile, M., Dafoe, A., Eich, E., Freese, J., Glennerster, R., Goroff, D., Green, D. P., Hesse, B., Humphreys, M., … Yarkoni, T. (2015). Promoting an open research culture. *Science*, *348*(6242), 1422-1425. https://doi.org/10.1126/science.aab2374

Nosek, B. A., & Bar-Anan, Y. (2012). Scientific utopia: I. Opening scientific communication. *Psychological Inquiry*, *23*(3), 217-243. https://doi.org/10.1080/1047840X.2012.692215

Onie, S. (2020). Redesign open science for Asia, Africa and Latin America. *Nature*, *587*(7832), 35-37. https://doi.org/10.1038/d41586-020-03052-3

Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. *Science*, *349*(6251), aac4716. https://doi.org/10.1126/science.aac4716

Pappas, S. (2025, January 1). Psychology takes a global view. *Monitor on Psychology*. https://www.apa.org/monitor/2025/01/trends-global-view.

Parsons, S., Azevedo, F., Elsherif, M. M., Guay, S., Shahim, O. N., Govaart, G. H., Norris, E., O'mahony, A., Parker, A. J., Todorovic, A., Pennington, C. R., Garcia-Pelegrin, E., Lazić, A., Robertson, O., Middleton, S. L., Valentini, B., McCuaig, J., Baker, B. J., Collins, E., … Aczel, B. (2022). A community-sourced glossary of open scholarship terms. *Nature Human Behaviour*, *6*(3), 312-318. https://doi.org/10.1038/s41562-021-01269-4

Pownall, M., Azevedo, F., König, L. M., Slack, H. R., Evans, T. R., Flack, Z., Grinschgl, S., Elsherif, M. M., Gilligan-Lee, K. A., de Oliveira, C. M. F., Gjoneska, B., Kalandadze, T., Button, K., Ashcroft-Jones, S., Terry, J., Albayrak-Aydemir, N., Děchtěrenko, F., Alzahawi, S., Baker, B. J., … Sadhwani, S. (2023). Teaching open and reproducible scholarship: A critical review of the evidence base for current pedagogical methods and their outcomes. *Royal Society Open Science*, *10*(5), 221255. https://doi.org/10.1098/rsos.221255

Pownall, M., Pennington, C. R., Norris, E., Juanchich, M., Smailes, D., Russell, S., Gooch, D., Evans, T. R., Persson, S., Mak, M. H. C., Tzavella, L., Monk, R., Gough, T., Benwell, C. S. Y., Elsherif, M., Farran, E., Gallagher-Mitchell, T., Kendrick, L. T., Bahnmueller, J., … Clark, K. (2023). Evaluating the pedagogical effectiveness of study preregistration in the undergraduate dissertation. *Advances in Methods and Practices in Psychological Science*, *6*(4), 25152459231202724. https://doi.org/10.1177/25152459231202724

Quintana, D. [Daniel Quintana]. (2022, January 28). *How open science can boost your career.* [Video]. YouTube. https://www.youtube.com/watch?v=Bsb3Y7AukQc

Schneider, J., Rosman, T., Kelava, A., & Merk, S. (2022). Do open-science badges increase trust in scientists among undergraduates, scientists, and the public?. *Psychological Science*, *33*(9), 1588-1604. https://doi.org/10.1177/09567976221097499

Schönbrodt, F., Gärtner, A., Frank, M., Gollwitzer, M., Ihle, M., Mischkowski, D., Phan, L. V., Schmitt, M., Scheel, A. M., Schubert, A.-L., Steinberg, U., & Leising, D. (2025). *Responsible Research Assessment I: Implementing DORA and CoARA for hiring and promotion in psychology*. PsyArXiv. https://doi.org/10.31234/osf.io/rgh5b_v2