
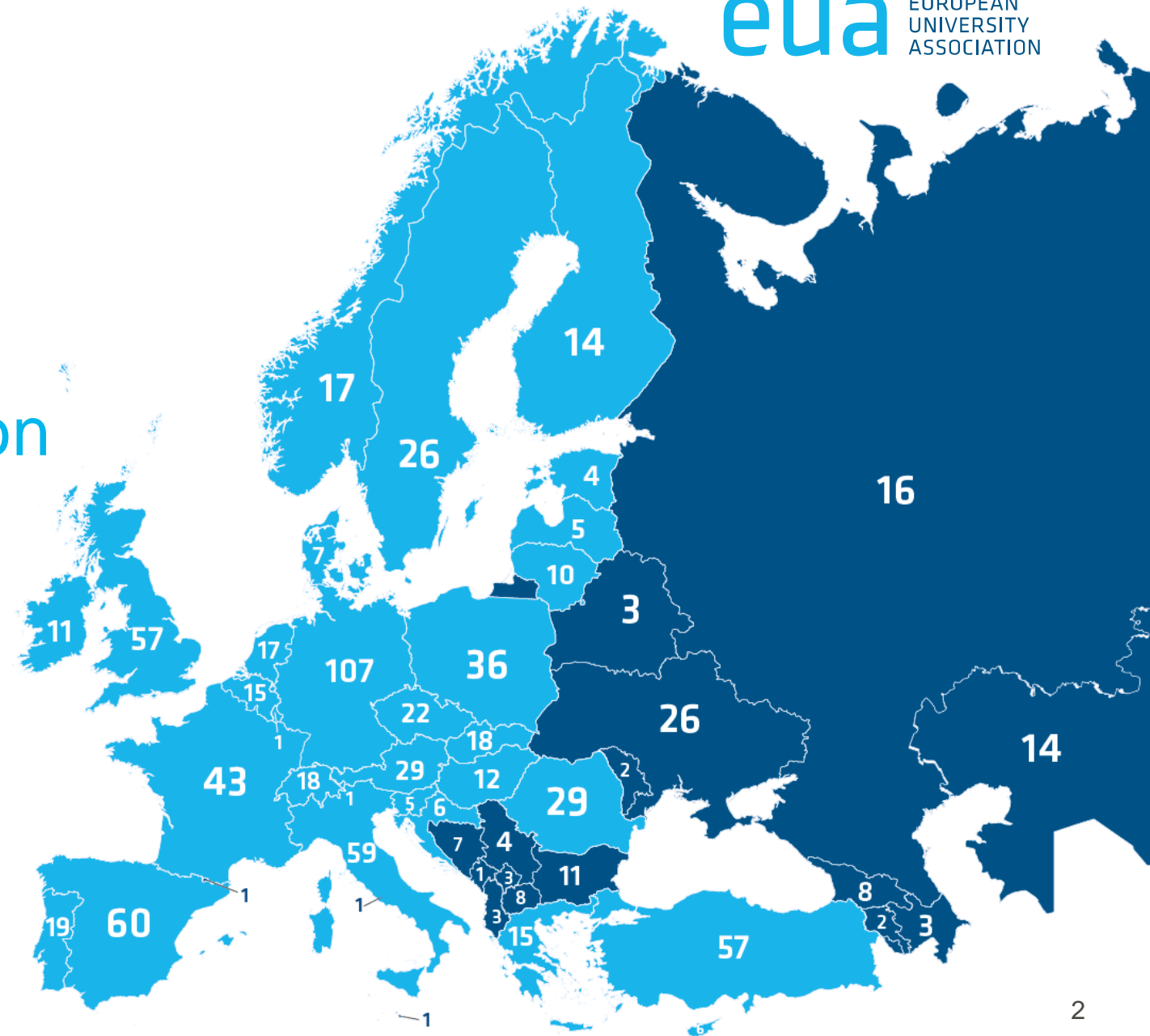


# Overview of current trends in academic career assessment

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 Countries with EUA collective members  
 Countries with no EUA collective members



## Reviewing academic career assessment

The European higher education, research and innovation landscape is changing, leading to **university initiatives** to review approaches to academic career assessment.

This is a **shared responsibility** between universities and other research performing organisations, research funding organisations and EU, national and regional policymakers, each with their own role.

Why “**academic**” **career assessment**?

- Improve research assessment ecosystem by including both outputs and process itself (e.g. Open Science, teams)
- Include and respect full range of other professional academic activities (e.g. teaching, service to society)

## 2019 Open Science and Access Survey

Provides a **comprehensive and up-to-date overview** of the current state of research assessment at European universities, and shows why and how institutions are reviewing their evaluation practices. **Informs and strengthens the discussion** on these issues.

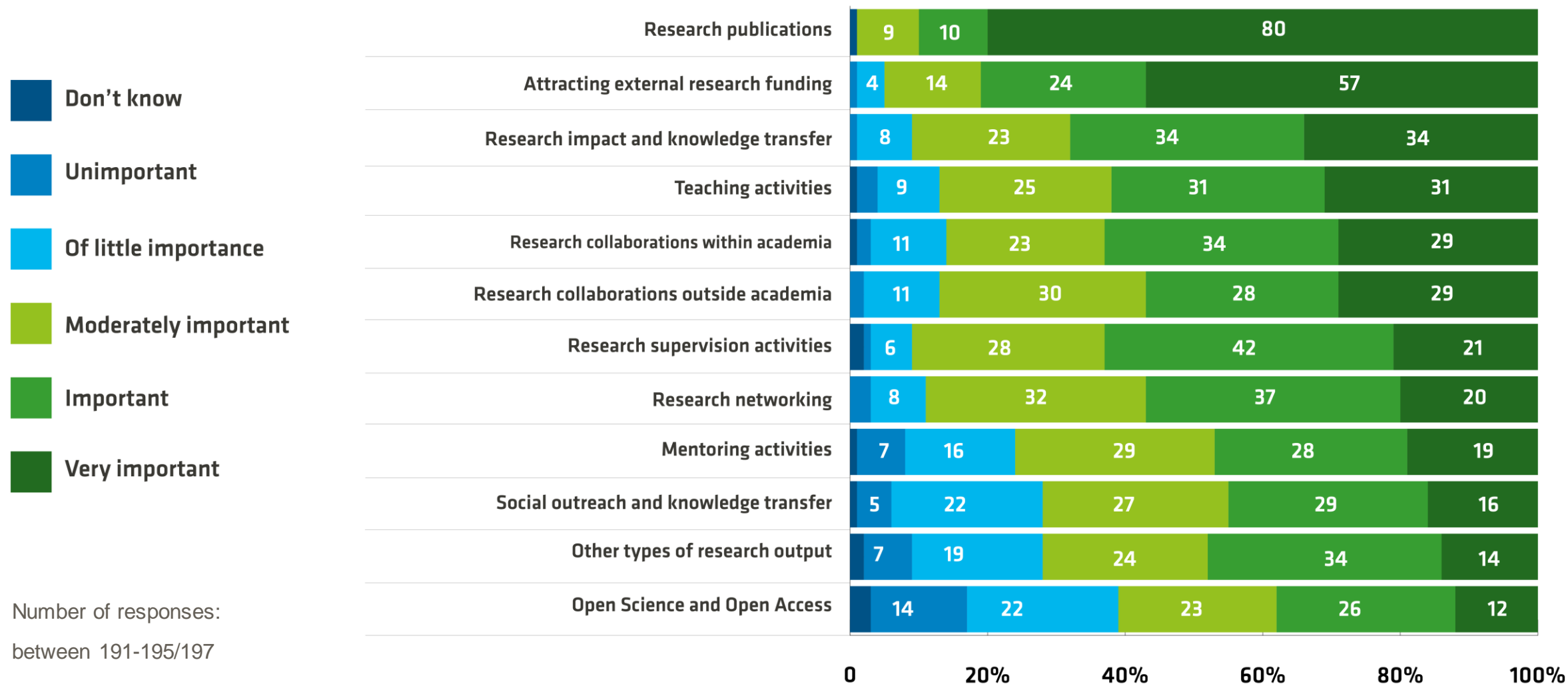
### Participation

- **260** valid institutional responses
- **32** European countries

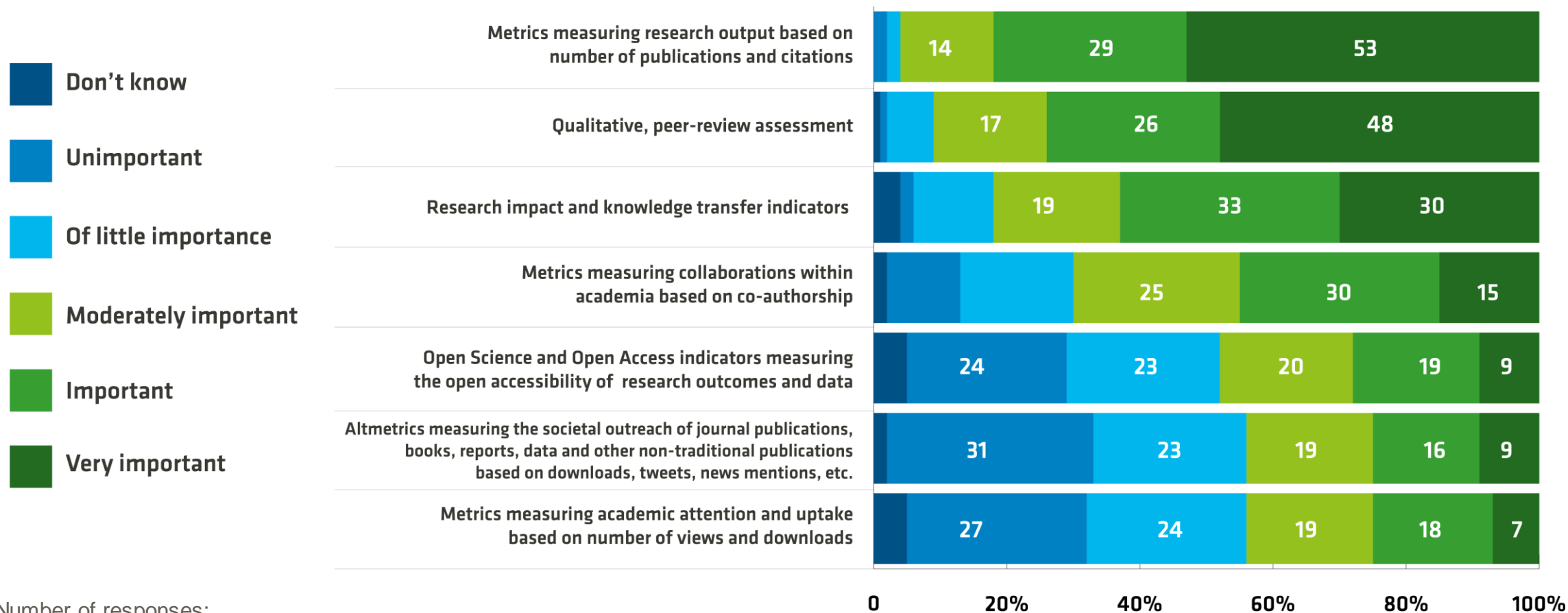
Source:

[2019 EUA Open Science  
and Access Survey Report](#)

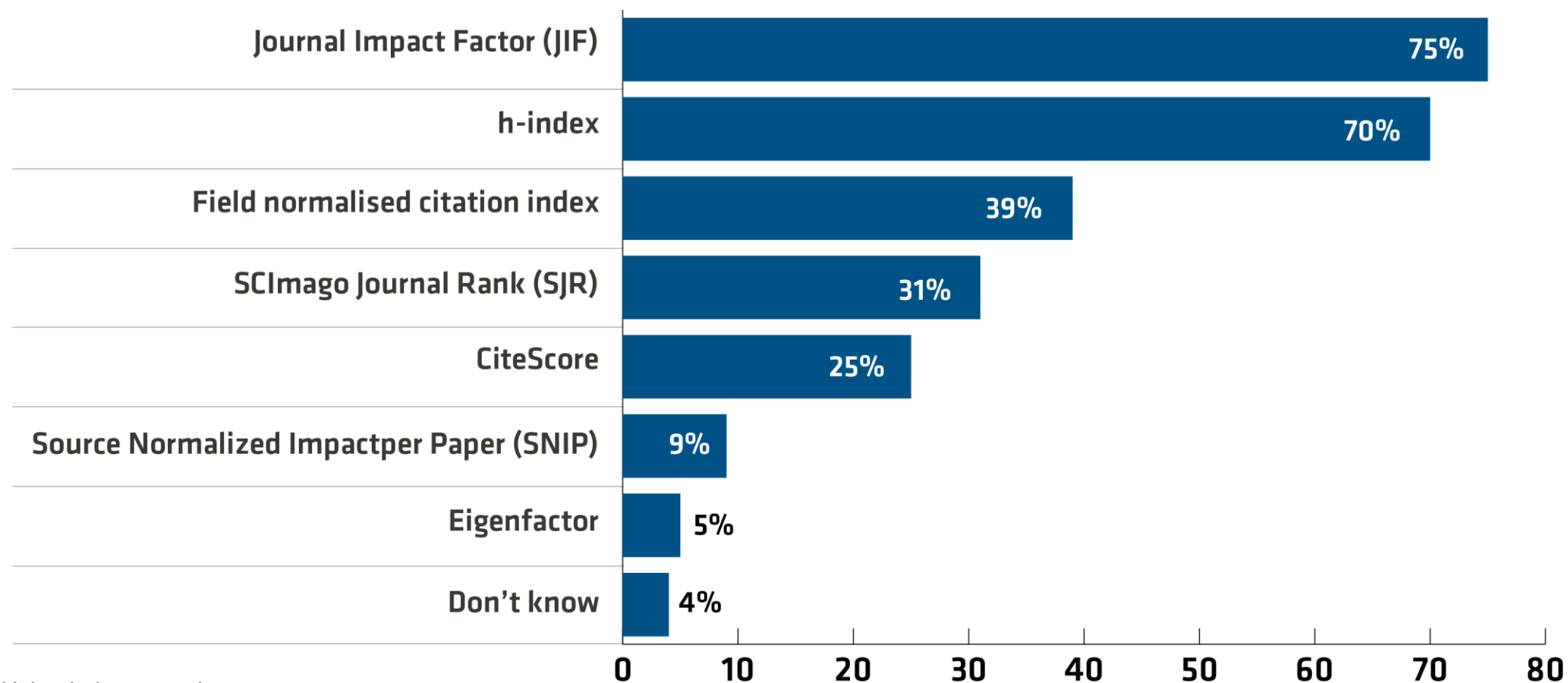
## Importance of academic activities for research careers (2019)



## Evaluation of academic activities for research careers (2019)



## Publication metrics used for research careers (2019)



Multiple-choice question

Number of responses:

185/186

# Universities are taking the initiative

## “Reimagining Academic Career Assessment: Stories of innovation and change”

Report and online repository bring together and analyse recent initiatives in responsible career assessment

### University initiatives

Ghent University (Belgium), Open University of Catalonia (Spain), University of Bath (United Kingdom), University College London (United Kingdom), University Medical Center Utrecht (The Netherlands), University of Nottingham Ningbo China (PR China), and Tampere University (Finland)

### National stakeholder consortia

Dutch Recognition & Rewards Programme, Responsible Research Network Finland, and Universities Norway

**More initiatives are being added soon!**

Report: <http://bit.ly/AcademicAssessmentCases>

Repository: <https://sfdora.org/dora-case-studies>



# How are universities moving forward?

Report: <http://bit.ly/AcademicAssessmentCases>

Repository: <https://sfdora.org/dora-case-studies>

Emerging pathway of change:  
interplay between top-down and bottom-up dynamics

- **Bottom-up** process of informal contacts and leveraging existing networks builds up to practical outcomes
- **Top-down** university leadership provides support and removes barriers to change
  - Advisory bodies with representatives from across the university
  - Training and awareness raising programmes
  - Assessment criteria reflect and give practical substance to university mission and strategy
  - Etc.

## This is a **shared** responsibility with other actors – why?

- **Universities** consider themselves largely able to review their assessment approaches
- **However**, they are also keenly aware of the external influences that shape and restrict the options that are available to them

	Careers in research (in %)	Performance of research units (in %)	Internal research funding allocation (in %)
Highly autonomous	38	44	55
Mostly autonomous	41	39	35
Some autonomy	17	14	9
Low autonomy	4	3	1

Source:

[2019 EUA Open Science  
and Access Survey Report](#)

# This is a **shared responsibility** with other actors – how?

Source:

[EUA and Science Europe joint statement](#)

## **Policymakers**

- Review **rules and regulations** guiding career assessment approaches, i.e. improve policy framework
- Provide more **institutional autonomy and responsibility** to universities to review and experiment with assessment approaches
- National and regional differences!

## **Research funding organisations**

- Provide **sustainable funding**, i.e. improve funding framework
- Review and where necessary **align evaluation criteria**
- **EUA and Science Europe have joined efforts** to improve and promote strong synergies between the rewards and incentives structures of our members

## Possible ways forward

- **Much progress has already been made, but many questions and challenges remain for future initiatives**
- **Go for open, accurate, transparent, and responsible practices**
  - Use a broader set of evaluation practices for academic careers, which include a wide definition of impact and better balance quantitative and qualitative practices (but no one-size-fits-all!)
  - Promote further parity of esteem between different career paths, including between research, teaching and service
  - Enable and valorise Open Science in career and research assessment
  - Incentivise activities with different forms of impact, including innovation or citizen science, dissemination, supervision and mentoring, while retaining the core goal of research activities, which is the expansion of human knowledge

## Possible ways forward

- **Aim for institutional initiatives backed by a concerted approach**
  - Build on and further facilitate interplay of bottom-up and top-down dynamics at the institutional and systemic level
  - Make academic careers less precarious and more attractive as life choices in order to develop and retain talent
  - Provide more flexibility for academic careers. It must be easier to switch jobs between academia and other sectors, such as start-ups, industry or public administration. Researchers with job experience outside academia must have access to university careers

## Means to progress

- **Raise awareness**
- **Engage the community**
- **Build capacity**

# Thank you for your attention!

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