



»To advocate for positive change in the policies, culture, and environment that affect the quality of training, well-being, and employment conditions of early career researchers«

**MSCA 2024**

RESEARCHERS' CAREERS: MULTIPLE PATHWAYS

April 18<sup>th</sup> - 19<sup>th</sup>, 2024  
Mons, Belgium

# Research Careers for the Future

Sebastian Dahle

Eurodoc president | 18.04.2024





## Agenda

- The importance of research careers
- What is a research career
- Needed change
- Turn the Framework into action



# The importance of research careers

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*Do we educate too many PhDs?*



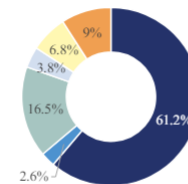


# The importance of research careers

Do we educate too many PhDs? – No.  
(Certainly not if judging from market demand.)

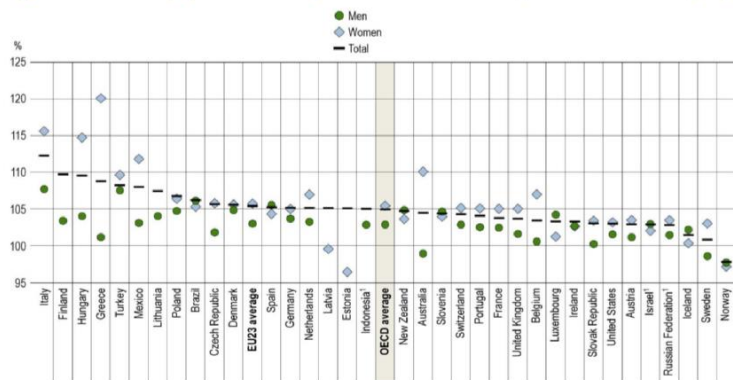
(2021) DocEnhance D1.2

Figure 16. Current employment status (n=1855)



- Permanent Full-time
- Permanent Part-time
- Temporary Full-time
- Temporary Part-time
- Self Employed
- Other

Figure B7.5. Relative employment rate of 25-64 year-old doctorate holders compared to master's holders (2018)



**How to read this figure:** A relative employment rate above 100% indicates that doctorate holders have a higher employment rate than adults with a master's degree. A relative employment rate below 100% indicates the opposite.

1. Year of reference differs from 2018.

Countries are ranked in descending order of the relative employment rate of doctorate holders compared to master's holders.

Source: OECD (2019), Table B7.3. See Source section for more information and Annex 3 for notes (<https://doi.org/10.1787/8d7880d-en>).

## Labour market perspectives for PhD graduates in Europe

Eva Hnatkova , Iryna Degtyarova, Margaux Kersschot, Julia Boman

First published: 08 July 2022 | <https://doi.org/10.1111/ejed.12514> | Citations: 6

On average across OECD countries, 25–64 year-olds with a doctorate have the highest *employment rate* of all educational attainment levels, at 92% compared to 88% for those with a master's degree (OECD, 2019b). The average unemployment rate for doctorate holders (at 2%) was roughly three percentage points lower than that for other tertiary level graduates, with highest shares of unemployed PhD holders in humanities and natural sciences (OECD CDH, 2013). Similarly, low unemployment rates have been reported in the ESF studies (between 3% and 4%; Boman et al., 2021; ESF, 2017).



# The importance of research careers



Source: <https://www.iucn.org/news/ecosystem-management/201908/17th-september-have-your-say-iucn-global-standard-nature-based-solutions>



<https://data.europa.eu/doi/10.2777/17322>



# What is a research career, anyway?



# Traditional academic career path

- 1 Doctoral researcher
- 2 Postdoc
- 3 Assistant Professor
- 4 Associate Professor
- 5 Full Professor





# Actual career pathways

NEW CATEGORIES:

- R1 First stage researcher
- R2 Recognised researcher
- R3 Established researcher
- R4 Leading researcher

- Different sectors!
- Still all linear...?







**The times, they are changing.**



# Research Assessment

**Maastricht University**

## Academic Profile for Assistant, Associate and Full Professors

The overall goal of this academic profile is to align expectations as to what an academic does in the position of Assistant, Associate and Full Professor. Understanding this facilitates both the recruiting as well as the assessment approach for Assistant, Associate and Full Professors. This document serves as a guide for academics to develop their own academic careers in coordination with their leadership. The outlined approach makes room for diversification of careers, a team-oriented attitude and talent development. The assessment of Assistant, Associate and Full Professors is conducted in line with the development-centered assessment framework and consists of three building blocks.

### A UM Core Values

Applicable to all profiles

- Academic citizenship
- Personal/professional boundaries
- Team performance
- Impact & Open Science

### B Core Activities

Applicable to all Assistant, Associate and Full Professors

- Education
- Research
- Patient care

### C Elective Components

Custom selection (distinguishable over periods of time)

	1	2	3
1			
2			

Together with your leadership, you select at least three assessment components for a period ranging from 3 to 5 years from the five focus domains.

Education	Research	Leadership	Social Impact	Patient Care
Developing and supervising students	Creating and writing research	Supervising students	Building research leadership	Contributing to quality of care
Continuing education	Leading research	Engagement	Internally communicating research results	Documenting and reporting patient care
Translating research into practice	Developing and supervising research projects	Leading teams	Encouraging and supporting innovation	Participating and guiding
Coaching	Coaching	Coaching	Coaching	Coaching



**Utrecht University**

## OPEN SCIENCE RECOGNITION AND REWARDS

**FUTURE**

**OPEN SCIENCE PROGRAMME**

**Output:** Quantity, Closed, H-index & impact factors, € Funding received

**OPEN SCIENCE RECOGNITION AND REWARDS**

**Dynamic career paths**

**EDUCATION**

**RESEARCH**

**IMPACT**

**LEADERSHIP**

**PROFESSIONAL PERFORMANCE (e.g. patient care)**

**Outcome:** Quality, Open, Narratives & meaningful metrics, Societal relevance

**SAFETY**

**ORGANIZATION**





# Training

- Transferable Skills are **Core Professional Skills!**
- The Doctorate – A Research Education
- A career step in preparation of diverse career paths
- Personal development and further training throughout the career





# Recognition & Expectations

1. All researchers should be recognised as professionals – starting at R1!
1. Working conditions need be adapted – to abolish precarity
2. Expectations should be better aligned – in both directions

## Quality research needs good working conditions

[Rima-Maria Rahal](#) , [Susann Fiedler](#), [Adeyemi Adetula](#), [Ronnie P.-A. Berntsson](#), [Ulrich Dirnagl](#), [Gordon B. Feld](#), [Christian J. Fiebach](#), [Samsad Afrin Himi](#), [Aidan J. Horner](#), [Tina B. Lonsdorf](#), [Felix Schönbrodt](#), [Miguel Alejandro A. Silan](#), [Michael Wenzler](#) & [Flávio Azevedo](#)

*Nature Human Behaviour* **7**, 164–167 (2023) | [Cite this article](#)

**31k** Accesses | **12** Citations | **929** Altmetric | [Metrics](#)

**High-quality research requires appropriate employment and working conditions for researchers. However, many academic systems rely on short-term employment contracts, biased selection procedures and misaligned incentives, which hinder research quality and progress. We discuss ways to redesign academic systems, emphasizing the role of permanent employment.**



# EU Framework for Research Careers



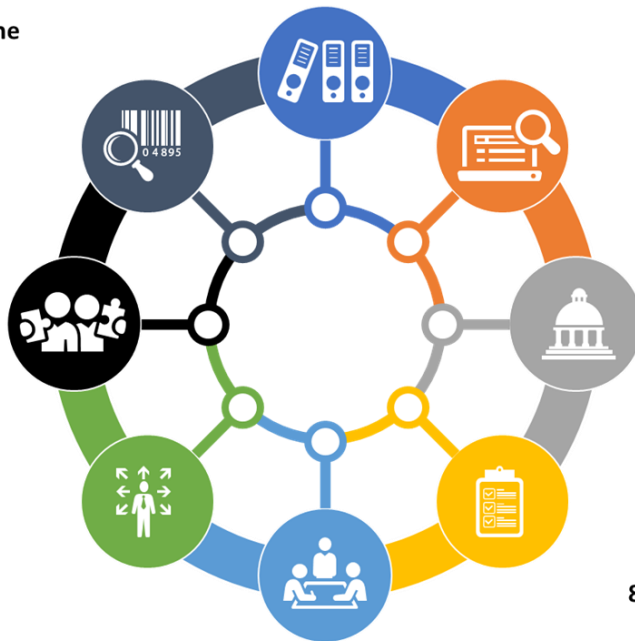
# EU Framework for Research Careers

**1. Definition of Researchers in the European Research Area and of the Research Professions**

**2. Recognition of the Research Professions and Interoperability and Comparability of Research Careers**

**3. Recruitment and Working Conditions**

**4. Researchers Skilled for Intersectoral and Interdisciplinary Careers and for Entrepreneurship and Innovation**



**5. Career Development and Progression**

**6. Balanced Circulation of Talents and Making the Union an Attractive Destination**

**7. Support Actions for Research Careers**

**8. Monitoring of Research Careers**

+Charter +Code +ResearchComp



# Thank you for your attention!

Questions?

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