

Academic career assessment in the transition to Open Science

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May 2020

#careerassessment
#openscience

Academic career assessment

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

Incentives and rewards should reflect the changing landscape:

- Allowing researchers to take part in the transition to **Open Science and Access**
- Restoring parity of respect for **learning and teaching**
- Promoting a **broader range of academic activities**

This is a **shared responsibility** and requires a **concerted approach** uniting the main actors.

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](#)

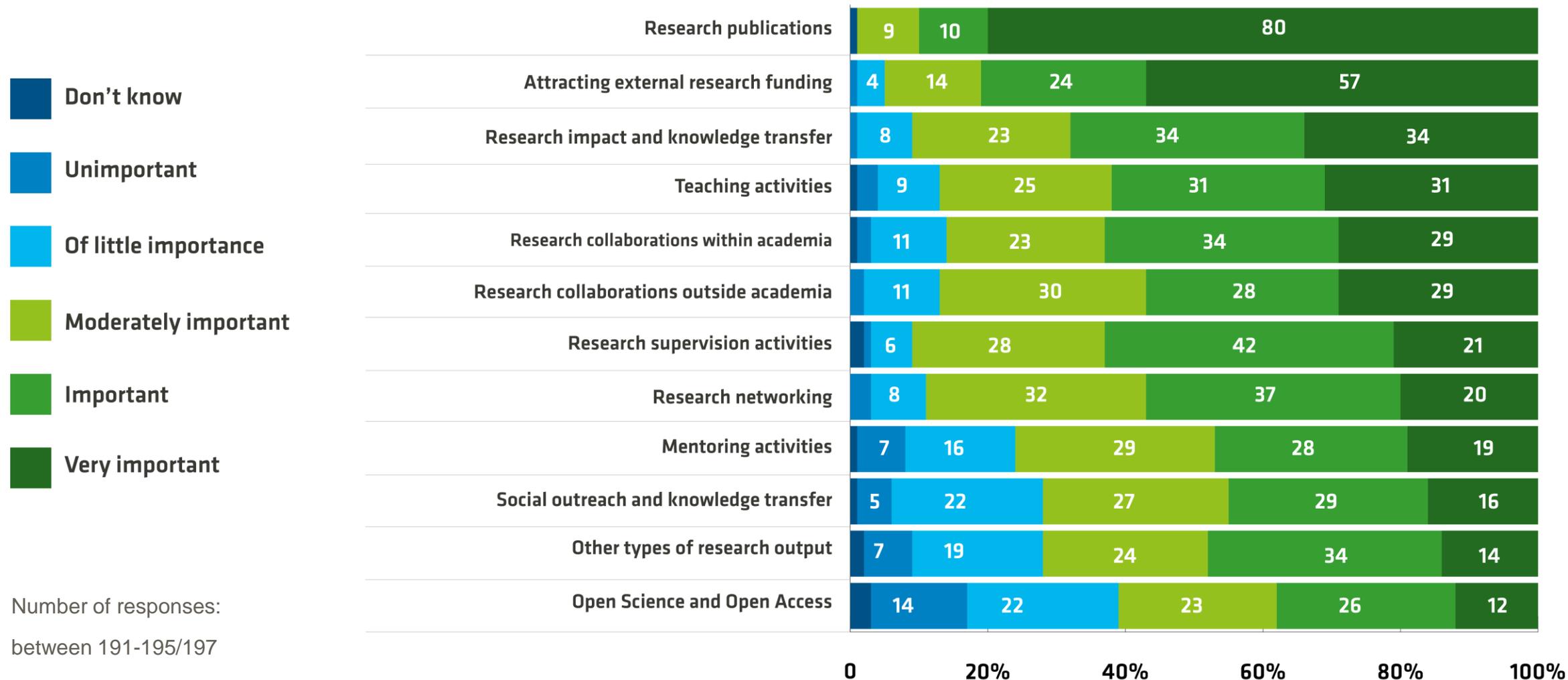
Autonomy to develop and implement research assessment approaches (2019)

	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

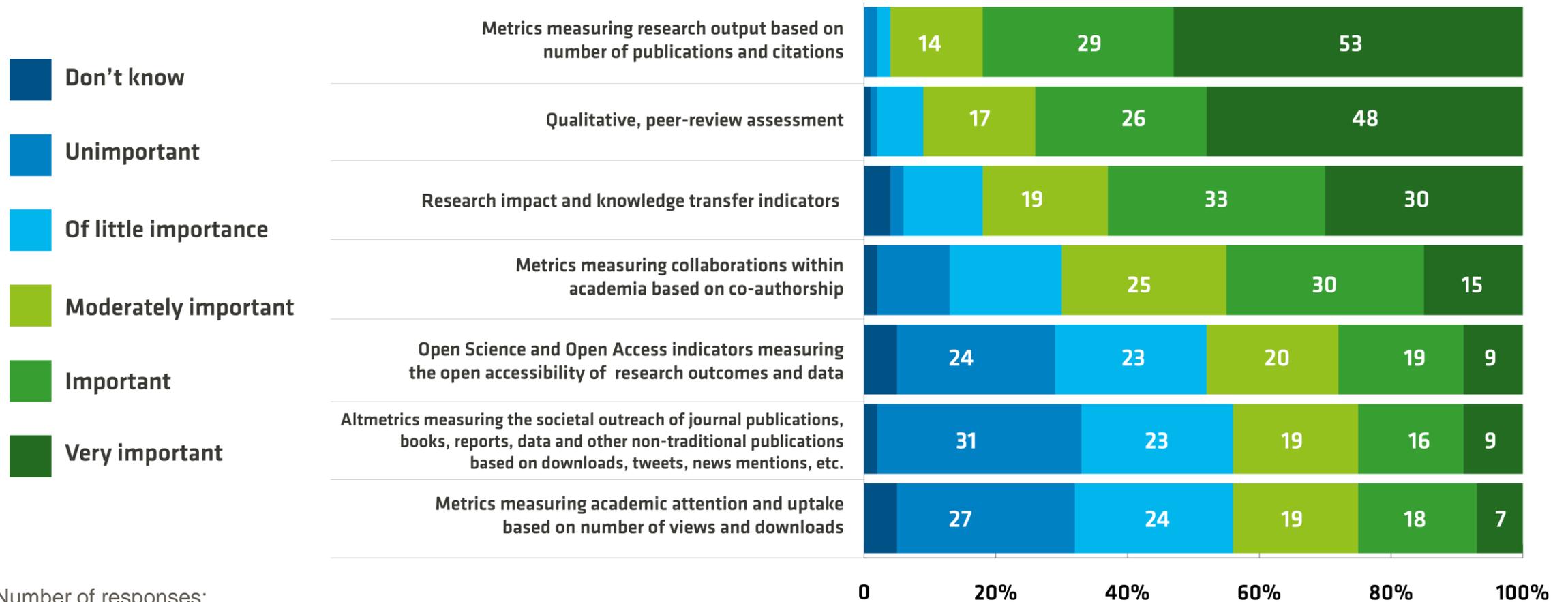
Number of respondents:

197/197 (careers), 183/183 (research
units) and 177/177 (funding allocation)

Importance of academic activities for research careers (2019)

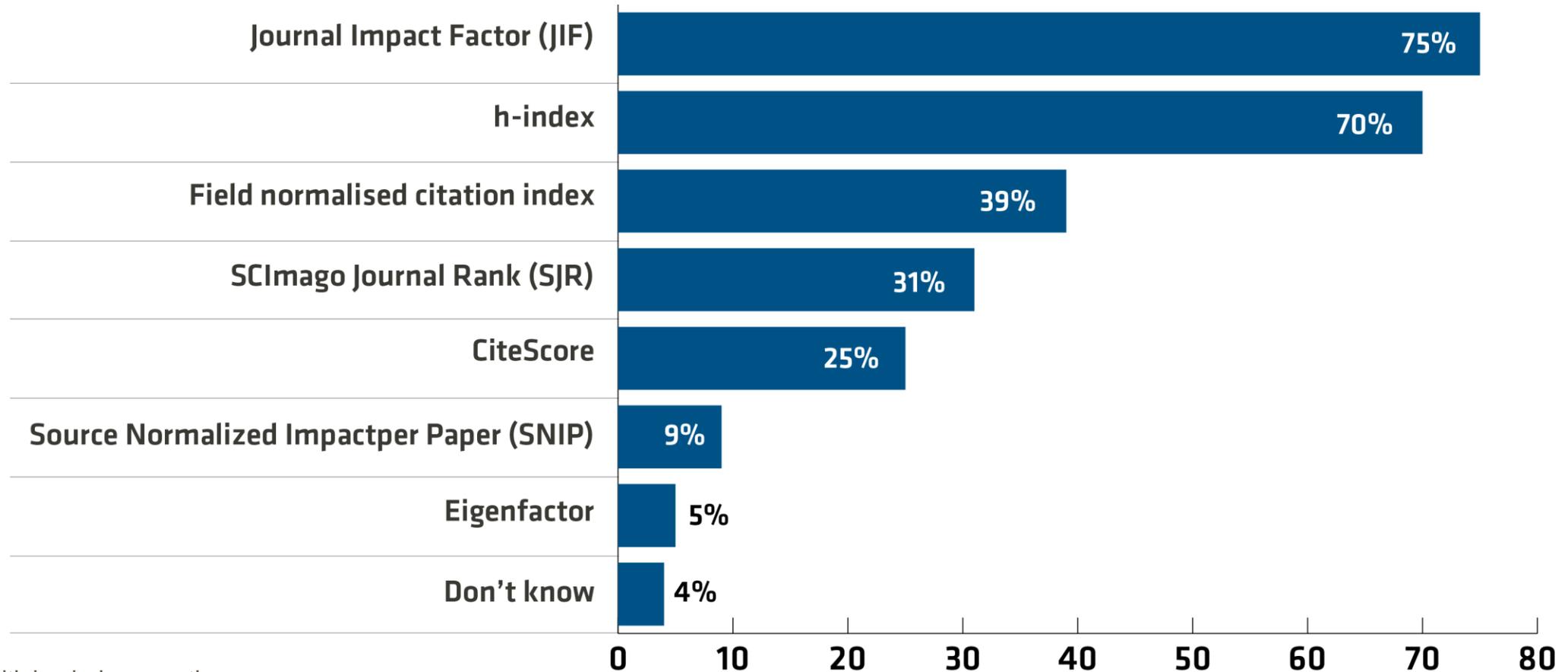


Evaluation of academic activities for research careers (2019)



Number of responses:
between 194-195/197

Publication metrics used for research careers (2019)



Multiple-choice question

Number of responses:

185/186

Key survey findings and recommendations

Expand the range of academic activities incentivised and rewarded, and move to a less limited set of evaluation practices

- Universities focus on publishing research outcomes and attracting external funding in their incentive and reward structures
- Universities rely on a limited set of evaluation practices, mostly geared towards assessing research publications, e.g. JIF
- Other indicators are less widespread and often also less developed, e.g. Open Science and Access

Reviewing academic career assessment is a shared responsibility and requires a concerted approach uniting the main actors

- Universities consider themselves largely autonomous to develop and implement approaches to academic career assessment
- Universities are keenly aware of external influences shaping their approaches to academic career assessment, e.g. governments, research funding organisations, competitive environment

Source:

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

Thank you for your attention!

Full report: <http://bit.ly/RAssessment2019>

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