

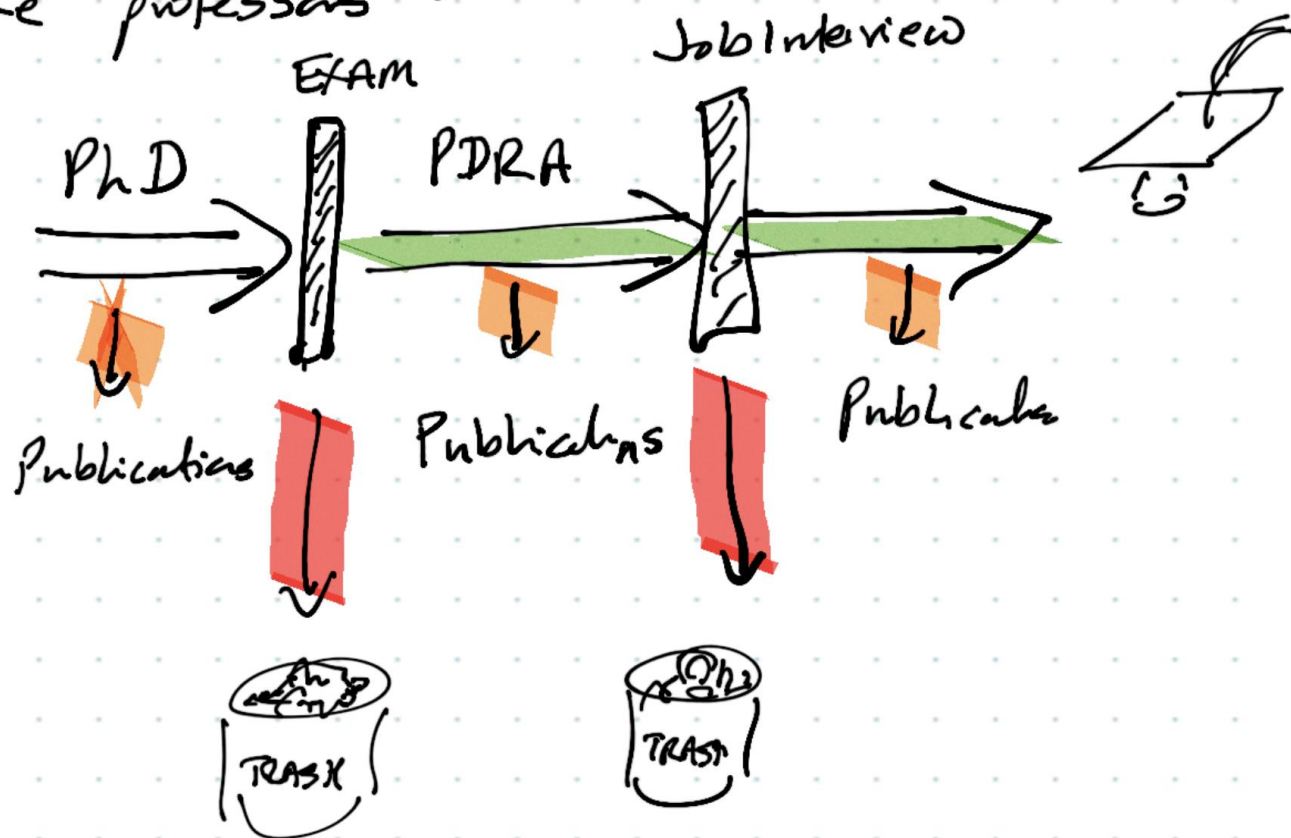
Research assessment and future career development

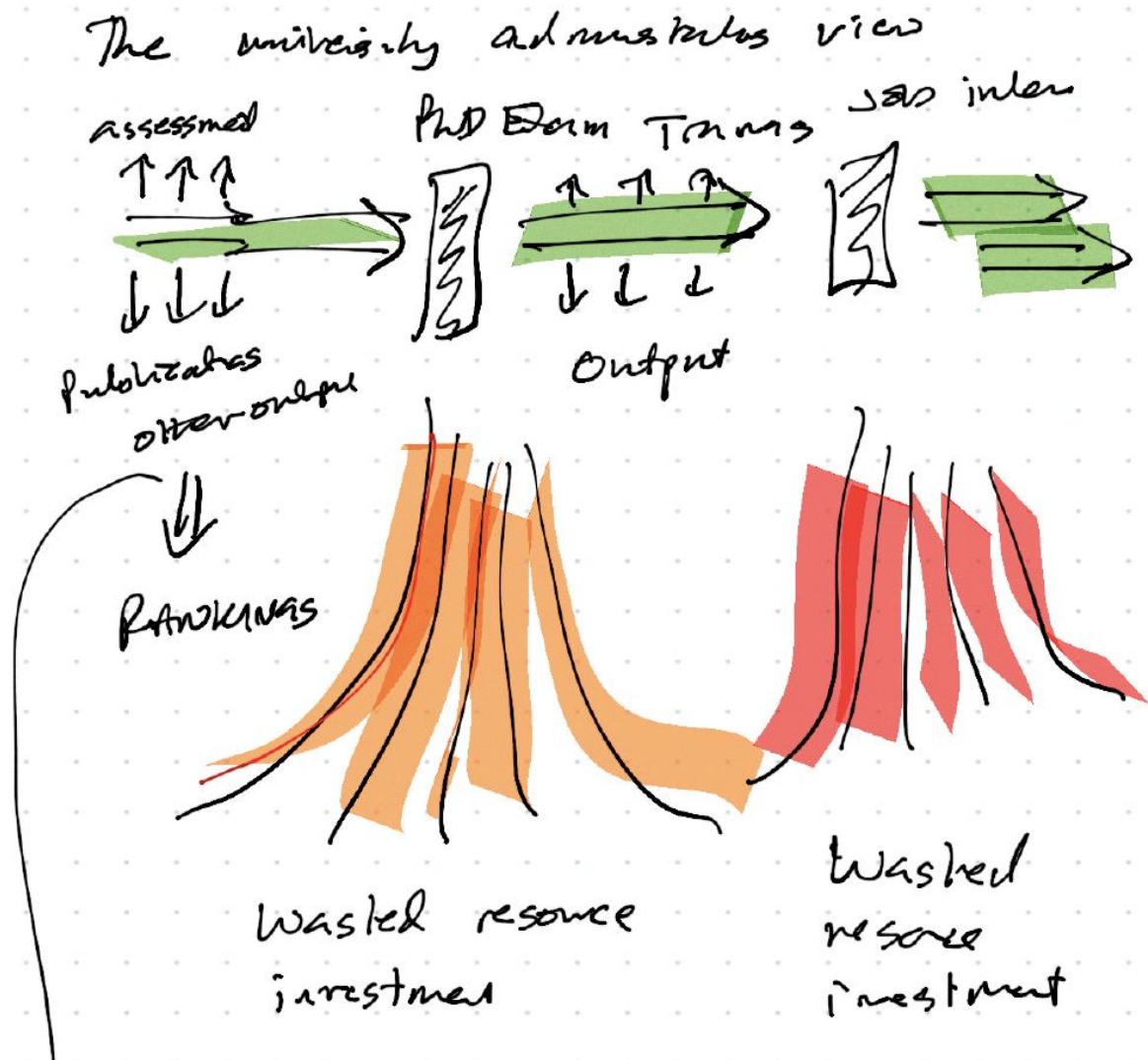
Edwin Constable

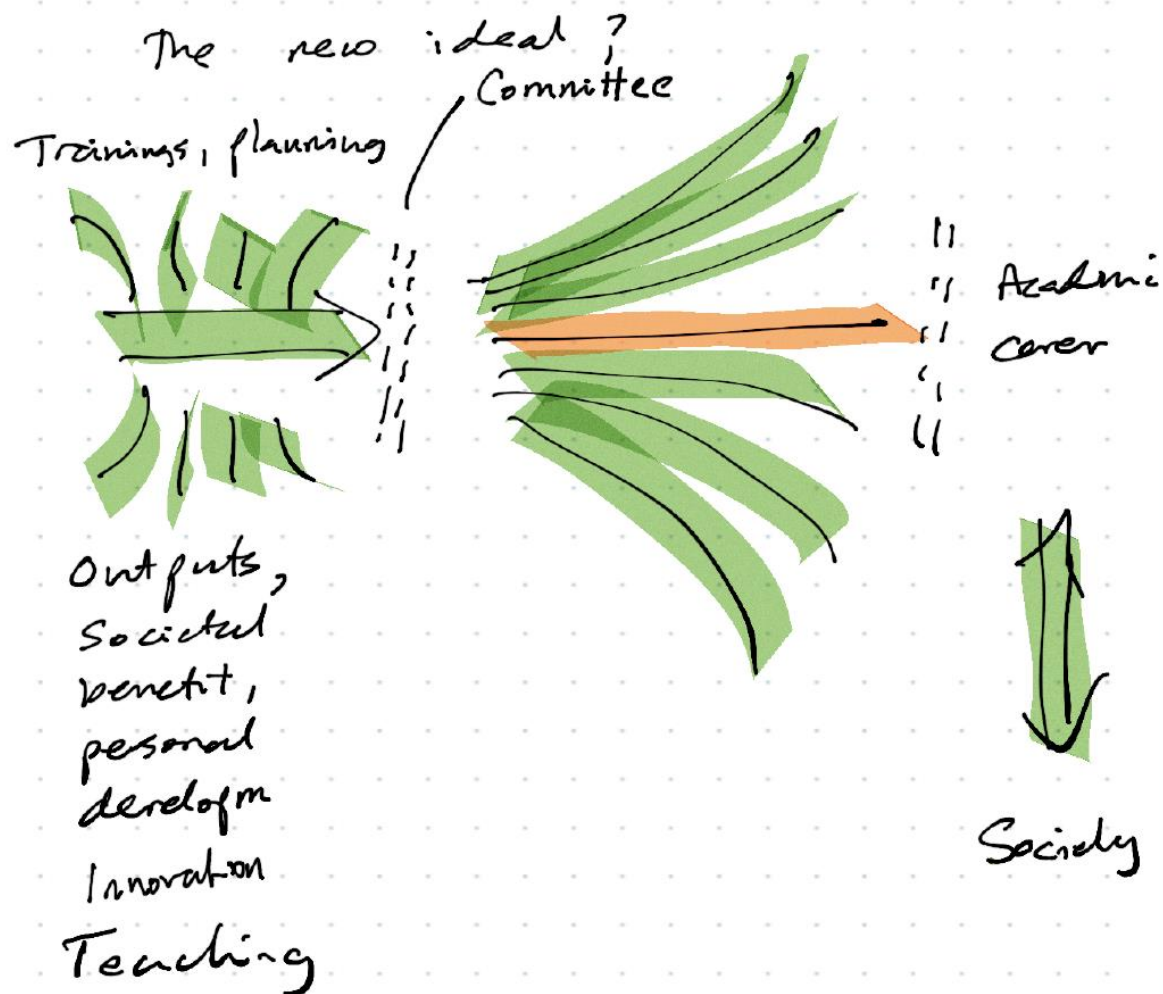
University of Basel

- **Early career researchers often do not know what will be assessed – or how**
- **The assessors often do not know what will be assessed – or how**
- **If the assessors think they do know what (and how) to assess, it may not be appropriate or fit for purpose**
- **Early career researchers often do not know what will be assessed – or how**

The professor's view







- Traditional model entering

- doctoral
 - monograph (publications)
 - one-stop

⇒ entered

- publication + monograph
- thesis committee

⇒ entering

- monitoring
- career planning & development
- skills development
- research assessment
- publications
- robust defense

- early career (postdoc)

- publications

(publications)

(more publications)

entered \Rightarrow publications

(publications)

(career planning)

entering \Rightarrow publications

career planning and
advice

• Early career (tenure track and beyond)

• Traditional . Publications
(teaching)

entered Publications
(teaching)
(funding)

entering . Publications
Teaching
Funding
(career planners)

- What can possibly go wrong?
 - Publications !

Traditional : Quality & Journal
Impact factors

New imperatives : Open Access

Diverse factors : Quality and/or quantity?

Misuse : Cumulative impact
factor of Journal

→ NOTHING to do

with quality of the
individual paper

Possible best practice in research
assessment and career development

- Are requirements and prerequisites
for doctoral and post-doctoral
level assessment and development
different?

- No

- What factors should be included in early career assessment and planning

- Research quality, achievement and expectations/aspirations
- Research output in broadest sense and not with quantification
- Quality of training should be included in the assessment protocol
- Participation in skills development and career planning (not just ticking off ECTS requirements).

- Avoid a one-model fits all strategy but at the same time critically assess discipline specific criteria

("We have never done it this way"

"We don't want to do it this way"

"This is not relevant to our established career routes"

are **NOT** acceptable as criteria)

Thank you for your attention

