Rethinking Academic careers

CULTURAL CHANGE AS A KEY BOTTLENECK TO BE ADRESSED

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Introduction

Academic careers at the core of the European Research Area

In recent years, discussions on researchers and on academic careers more generally, have significantly increased. In fact, building on the first launch of the European Research Area (ERA) in 2000, since 2018 the European Union (EU) has been working on a revitalised ERA that places researchers and academics at the very core of its policy actions. In September 2020, the European Commission (EC) Communication "A new ERA for Research and Innovation" put the focus on the need to develop adequate "*career development conditions to attract and retain the best researchers in Europe*" and to achieve *"balanced talent circulation and international, transdisciplinary and intersectoral mobility across the EU"*[1]. Both ambitions were backed up by EU Member States in their Council Conclusions on the New European Research Area[2]. In January 2022, the European Strategy for Universities emphasized the need to promote "*flexible and attractive academic careers, valuing teaching, research, entrepreneurship, management and leadership activities"*[3].

These ambitions on the need to nurture Europe's research workforce are very much connected to the progress that Open Science has made in the past decade. Openness is increasingly becoming an important characteristic of the knowledge production and dissemination. This has led to a widespread will of recognising Open Science practices but also, more generally, the great breadth of competencies that academics are expected to master including, *inter alia*, teaching, leadership, management, team science and interaction with other sectors and the wider society. There is however not yet a clear answer on what the most appropriate evaluation criteria and good indicators are to adequately assess quality in the various domains of practice of academics. While, on the one hand, there is a wish to value collaborative research, availability and reproducibility of results, integrity and impact towards society, on the other hand, the indicators used for measuring the performance of academics and institutions heavily focus on the number of publications, on the type of journals where these publications are published and on how many times they are cited. In addition, there is a tendency to over-evaluate academics and institutions (at every career step, at every institutional evaluation, etc.), something that further promotes the need to resort to simple, quick and relatively "reliable" indicators.

Initial steps in rethinking academic careers assessment

The above-mentioned concerns are not new. At international level, initiatives such as the San Francisco Declaration on Research Assessment (DORA) already pointed out in 2012 the need to rethink academic careers and "*to improve the ways in which researchers and the outputs of scholarly research are evaluated*"[4]. Furthermore, the Leiden Manifesto for Research Metrics proposed 10 principles for the measurement of research performance, outlining "*the importance to measure performance against the research missions of the institution, group or researcher"* and stating that *"no single evaluation model can apply to all contexts*"[5]. In fact, strictly connected to the core missions of universities, namely pushing the boundaries of knowledge and nurturing the intellectual capital, is the will of universities to recruit the best talent and to develop and support those with the potential to become the best future researchers and academics. But how to adequately select and nurture those high potentials? How can universities adequately guide their continuous development? Universities shall develop and support everyone's talent as it best: not only "Nobel prize winners" are needed, but also good team players, teachers, leaders, managers, community engaged employees, among others.

DORA and the Leiden Manifesto have been followed more recently by other initiatives. The European Open Science Policy Platform[6], highlighted in the first priority of its final report, called for an "*academic career structure that fosters outputs, practices and behaviours to maximise contributions to a shared research knowledge system*"[7]. Moreover, following the recommendations made by the European Open Science Policy Platform, the EC started a round of consultations on "*how to facilitate and speed up reform so that the quality, performance and impact of research and researchers are assessed on the basis of more appropriate criteria and processes"*[8]. This consultation process allowed the EC to identify a series of objectives, principles and actions that are now serving as a basis to develop a European agreement to Reform Research Assessment[9].

1 European Commission, Communication on a New ERA for Research and Innovation, 2020 (link).
2 Council of the European Union, Council Conclusions on the New European Research Area, 2020 (link).
3 European Commission, Communication on a European Strategy for Universities, 2022 (link).

4 The San Francisco Declaration on Research Assessment (DORA), 2012 (link).
5 The Leiden Manifesto for Research Metrics, 2015 (link).
6 The European Open Science Policy Platform was set up in 2016 by the European Commission's Directorate-General for Research and Innovation. Its role was to advise the European Commission on how to develop its Open Science Policy. It also supported policy implementation by reviewing best practices, drawing policy guidelines, and encouraging their active uptake by stakeholders. More information can be found via this link.
7 European Commission, Final Report of the Open Science Policy Platform "Progress on Open Science: Towards a shared research knowledge system", 2020 (link).
8 European Commission Scoping Report "Towards a reform of the research assessment system", 2021 (link).
9 idem

To this consultation, Young European Research Universities (YERUN) contributed with a position paper where *"the need for research assessment to find its appropriate place alongside the assessment of other core academic tasks"*[10] was clearly stated. For YERUN, research only cannot be a stand-alone element guaranteeing academic progression and any form of assessment must be embedded within a broader career cycle composed of recruitment, development, and promotion. It is therefore crucial that any proposed changes allow for a broader perspective of "academic assessment" to be considered.

While these initiatives continue to progress, numerous bottom-up actions coming from universities, research funders and associations promoting a change in academic careers are also taking place.

The intensification of the debates and the numerous initiatives addressing the topic show that rethinking academic careers assessment is certainly not an easy task but is on everyone's agenda. The university landscape, research disciplines, as well as the academic careers themselves are so diverse that a common set of evaluation criteria is neither feasible, nor desirable. The current way in which academic careers are assessed should be rethought in its process, methods, frequency, etc. so as to develop a system that is sustainable, fair, adapted to different disciplines, institutional missions, and contexts, and suitable for the different stages of the academic career. Moreover, agreeing on rethinking academic careers assessment practices on the basis of some principles to be followed is not enough. *"Real change only happens when it becomes common practice within academic communities"*[11]. Responsibility for implementing new ways of assessing careers therefore must be rooted primarily at individual level and further up reaching academic institutions, research organisations and research funding organisations, etc.

A cultural change will be hence necessary, but how can we prepare for it? How to embed new principles and assessment criteria in our research cultures, what are the actions that the different actors will need to take?

This paper aims, firstly, at underlining that such a cultural change does not need to start from scratch, but should be inspired by the "early adopters" and by the many initiatives that are already emerging at university, national and international level. To this end, the paper showcases what young European research universities are doing in this regard. Secondly, it proposes some concrete recommendations, addressed to European and national stakeholders for starting this process and moving forward in this cultural change.

Open Science and Academic Careers Assessment: two related topics that are part of YERUN's DNA

Back in early 2018, YERUN adopted a statement on Open Science[12]. As a follow up of the statement, the network created a Working Group on Open Science that aimed at sharing the progress of member universities towards the implementation of the different aspects of Open Science. The sharing of best practices allowed YERUN to collect at different occasions the state of play of such implementation providing examples[13] that have been helpful to inspire each other. Since the launch of the YERUN Strategy 2021-2025[14], the work of this group has continued twofold: (1) promoting the sharing of knowledge, training and strategies to advance in the implementation of Open Science, and (2) reflecting on academic careers assessment, to seek for a better alignment between what is expected from research and academics and what is being assessed or requested from them.

10 YERUN, "Reforming research assessment in Europe: YERUN's take on the issue", 2021 (link).
11 Universities Norway - NOR-CAM "A toolbox for recognition and rewards in academic careers", 2021 (link).

12 YERUN, Statement on Open Science, 2018 (link).
13 Best practices collected from YERUN members on Open Science implementation can be accessed here and here.
14 YERUN Strategy 2021-2025 (link).

A snapshot of YERUN's best practices:

promoting change in the assessment of **academic careers**

Young European research universities (YERUN) have already taken important steps towards rethinking academic careers assessment and are keen to inspire others to do the same. Acknowledging and promoting such efforts is important as the different cases offer some key lessons learnt worth considering when embarking in this journey.

Among the efforts taken by YERUN universities, two trends can be observed. The first one relates to how universities have been rethinking academic careers assessment by carrying out specific reforms at institutional level. The second one relates to how universities have joined forces at national level and are working with other partners, through a systemic approach, to reform the way in which academic careers are assessed.

University-level reforms to improve academic careers

Different initiatives have been taken forward by YERUN universities with the objective to improve academic careers. Some are directly related to the assessment processes used in the **recruitment** and **promotion** of academics. Others have focused on **career development and incentive systems** and on enhancing a better **portability of academic careers** across the EU.

The University of Antwerp and an increased focus on quality for the recruitment of academics

At the **University of Antwerp**, since 2019, important steps have been taken to **remodel the recruitment application** form in order to ensure a more **quality-focused assessment** of the person's academic career and **potential**.

Academics are assessed at various points of their career. The moment of recruitment, in particular for permanent positions, is one of the most crucial milestones. Usually, various elements contribute to a fair recruitment, but the crucial starting point is the information made available to the members of the selection committee. If only quantitative data are provided in the cv/application form, members of the selection committee can only judge on the basis of such quantitative information provided.

In order to broaden the recruitment criteria, the University of Antwerp thought of remodeling the application form in a way that now applicants are asked to: highlight key achievements in education, research and service to society; reflect on their own leadership development journey; and indicate which events in their personal or professional life have had an impact on their career development. In addition, all candidates also provide information on their career in a standardised format (e.g. study degrees, earlier employment, etc.) which allows for a quick scan overview and objective comparison of applicants. Interesting about this case is also the fact that, since in some disciplines quantitative indicators can be a reliable source of information, applicants can also submit an academic CV in addition to the required application form. Moreover, in some faculties, publication overviews are also requested, but only at the second stage of the selection process, publication records therefore no longer defining the first selection round.

This reform has consequently allowed selection committees to recruit academics by recognising various elements from candidates (i.e. quality of their achievements, diversity of their career paths, potential for further grow and development, etc.) and not solely by focusing on quantitative performance indicators.

An innovative selection procedure for ECRs in a multidisciplinary community: the case of the Zukunftskolleg of the University of Konstanz

The *Zukunftskolleg*[15] of the **University of Konstanz** was founded in 2007 to provide the best possible conditions for researchers between doctorate and professorship. It attracts talented early career researchers (ECRs)[16] from all over the world to the university thanks to its Fellowship Programme[17]. Through early independence and comprehensive support, the fellowship offers the opportunity to build up one's own research group, while at the same time being integrated into a multidisciplinary community of peers. What is interesting about this fellowship is how its candidates are recruited: it is based on an **innovative selection procedure that does justice to the diversity of the international career models and disciplinary cultures** that the candidates bring with them.

The objectives of the evaluation lie on the one hand, on the quality and the long-term potential of the project and, on the other hand, on the academic performance, the leadership abilities and the capacity for teamwork. In fact, in addition to the formal standardised part of the application, that consists of a limited number of pages for motivation and project description, a writing excerpt (max. 30 pages) from the best publication/book chapter according to the candidate's own assessment alongside a list of max. 5 most significant publications of the candidate and CV are required. The interest in and experience with interdisciplinary work, ideas about how they would like to contribute to the *Zukunftskolleg*, teaching and knowledge transfer experience and

15 More information on the Zukunftskolleg can be found via this link.
16 Equivalent to Euraxess Research Profile R2 (PhD holders, post-doc or equivalent who are not yet fully independent). Reference applicable to the entire paper.
17 More information on the Fellowship Programme of the Zukunftskolleg can be found via this link.

plans, committee and extra-academic experience are also queried with the possibility of a free-text answer. Individual circumstances such as childcare, care of family members, long periods of serious illness etc. are taken into account when judging the academic productivity. Finally, since 2021 a non-mandatory question on the impacts of the COVID-19 pandemic on the scientific career development has also been included in the application form.

Once the applications are received by the *Zukunftskolleg*, they are sent to at least two external reviewers, who produce anonymous assessment reports that are later shared with the candidates. Furthermore, within the framework of a workshop, a multidisciplinary recruitment committee evaluates the candidates in person. At this workshop, applicants present their proposed projects to the committee but also to the other applicants. This allows candidates to discuss their own and other applicants' projects. Subsequently,

candidates are further evaluated in a personal interview. The committee evaluates the personal aptitude of the candidates with regards to leadership and teamwork skills, their ability to present their projects and receive criticism, as well as their capacity and willingness to engage in interdisciplinary exchanges.

Lessons learnt from the case of the *Zukunftskolleg* of the University of Konstanz are that even if the selection procedure is long and many times considered stressful by the applicants, it is also considered to be a very enriching procedure. In fact, they feel that, irrespectively of its outcome, the possibility of receiving the assessment reports as well as of meeting the competitors to discuss the project applications, is extremely useful. It is therefore a competition that also provides a feeling of appreciation and of being valued to candidates and that therefore contributes to their professional development.

The University of Bremen and the promotion of academics: a new tenure evaluation for ECRs

The **University of Bremen** recently established **a new professional tenure track for early career researchers (ECRs)** which automatically leads to a full professorship after six years, if the evaluation is positive. Since the target group of this new career track is ECRs the University of Bremen chose to **assess candidates on the basis of their potential rather than on their merit**.

In fact, an appointed interdisciplinary committee developed a set of general criteria so as to ensure that the assessment of candidates of all disciplines is based on four competence areas: (1) research and development, (2) academic teaching, (3) academic self-administration, (4) extra-academic qualifications. Each area is further specified into more specific tasks, which are categorised as "indispensable", "essential" or "desirable".

Once a candidate is offered a position, he/she, together with the faculty and the rectorate negotiate an individual evaluation agreement which further specifies the evaluation criteria. The goal is to agree on measurable goals in light of the nature of achievements in a certain discipline and the profile of the candidate. This individual evaluation agreement moreover covers the four competence areas above-mentioned.

After six years, the tenure evaluation takes place. The professor reports on his/her achievements and external reviews are collected. The final decision is taken by the interdisciplinary committee.

This new tenure evaluation illustrates the importance of putting more emphasis on the potential of candidates rather than on merit and offers a clear example of how, by having an interdisciplinary assessment committee, evaluators develop more sensibility to the different cultures that are characteristic of each discipline. However, from this case it has also been learnt that more qualitative evaluation also requires intensive discussions on content and therefore is more time consuming compared to an evaluation that is based on achieved merits and quantitative indicators. In addition, different interpretations of what high quality actually is become increasingly evident.
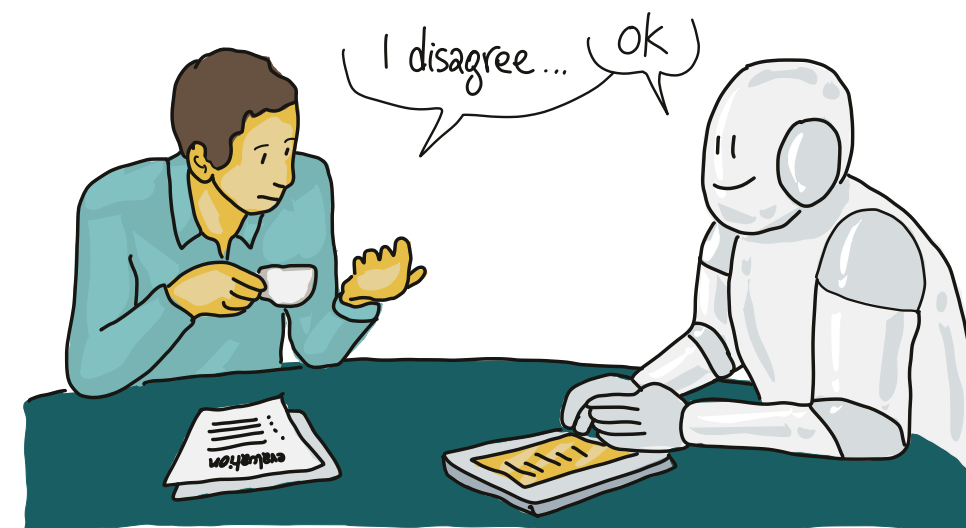
Connecting academics' career development and salary assessments: the system of the University of Eastern Finland.

At the **University of Eastern Finland** an integrated system in which **academics' career development and salary assessments are connected** has been in place since 2010. For the salary assessment, the system uses as a basis a description of each career level with specific criteria that address both the research and teaching duties of an academic. But how does the assessment take place? The assessment takes into account (1) the overall job demands and (2) the individual performance of the academic. A digital formula describing the job needs to be completed and approved by the academic and the head of department. The formula then goes to an assessment group who identifies which is the

most suitable career level. The employer consequently approves the career level which becomes the basis for the salary of the academic.

What is interesting about this process is that, throughout it, all parties involved have their say and can disagree. In addition, it is a system that offers clarity, openness and connection to job demands. More importantly, this system also provides a career progression structure with clear salaries relieving academics from having to apply or be appointed to another post.

Coming back home: the University of Rijeka and its brain gain model

At the **University of Rijeka,** a **brain gain model** has been developed in order to stimulate Croatian academics to return to their country by guaranteeing them satisfying professional development and personal living conditions. Running since 2004, this brain gain model, has encouraged several tens of national academics to return from abroad. At the core of this model is the financial support offered by the Croatian Ministry Science and Education as well as by the University of Rijeka, since without guaranteeing relatively favorable working conditions it would be difficult to bring academics back to their country. To obtain the funding needed to employ the incoming academics, universities must (1) prove that the return of the candidates complements their strategic objectives, (2) describe the conditions

provided for their return (e.g., in terms of space, research equipment, etc.), and (3) explain how they will contribute to the development of research and teaching activities.

One of the successes of this initiative lies in the fact that it has allowed to attract a high number of academics and therefore enabled the establishment of the first research and development centres at the University of Rijeka (such as the Centre for Micro and Nano Technologies[18] or the Centre for Advanced Computing and Modelling[19]) as well as laboratories in areas which were previously underdeveloped such as STEM disciplines, including the faculties of Mathematics, Physics, Informatics and Digital Technologies and the Department of Biotechnology.

National initiatives to change the assessment of academic careers

Three YERUN universities have joined forces at national level to rethink the way in which academic careers are assessed. These are Maastricht University, UiT-The Artic University of Norway and the University of South-Eastern Norway.

Room for Everyone's Talent: the Dutch framework for comprehensive career assessment

In 2019, **Maastricht University** joined forces with other Dutch public academic institutions and research funders (i.e. UNL, NFU, KNAW, NWO and ZonMw) and launched a nationwide initiative to **redefine the recognition and reward of academics** i.e. Room for everyone's talent[20]. Such initiative aims at:

- Enabling more diversity in career paths and profiles for academics;
- assessing academics based on both their individual and their team performance;
- providing a better balance between quantitative and qualitative assessment tools;
- stimulating Open Science; and,
- encouraging academic leadership at all levels, from young academics to well-established professors.

In order to reach these aims, Maastricht University is currently working on the development of new academic career profiles. For the university it is important that academics are able to excel in one or more key domains and that their profile (i.e. their unique combination of key areas) can change throughout the course of their career.

Moreover, to avoid a checklist approach to evaluation, a broad array of qualitative and quantitative performance indicators are being developed. The philosophy behind this work is that someone's personal profile determines which performance indicators are most valuable for that specific person. Lastly, academics will develop a personal portfolio in which they will be able to set out their personal career path and career objectives and in which they will present their "evidence" within the different domains.

Given the enormous scope and implications of this nationwide initiative, changes are expected to take time. However, for Maastricht University advancing step by step, with the buy in of different national players, to rethink the assessment of academic careers represents already a key success of the initiative. Important for the future will that, at European level, other countries move forward adhering to similar initiatives.

20 UNL, NFU, KNAW, NOW, & ZonMw, "Room for Everyone's Talent", 2019 (link).

The NOR-CAM toolbox: the Norwegian flexible framework for academic careers assessment

The **University of South-Eastern Norway** and **UiT- The Artic University of Norway** as members of **Universities Norway** (the coordinating body for Norwegian universities, UHR) have participated in the development of the **NOR-CAM toolbox** (the Norwegian Career Assessment Matrix). The ambition behind this work was to develop a guide which would integrate three core principles for assessment: more transparency, greater breadth, and comprehensive assessments. In light of this, the NOR-CAM toolbox was developed as "*a systematic framework in which those elements are assessed and can be combined for different purposes and needs, therefore incentivising and rewarding a broad range of academic activities, and ultimately improving academic culture and the quality of research*"[21].

Interesting about the NOR-CAM toolbox is that it is flexible enough so that the assessment can be adapted to different competencies and used for different tasks/positions/career stages depending on both the individual's career and the institutional needs. Furthermore, the NOR-CAM toolbox can be used not only by academic institutions for recruitment and promotion purposes but also by funders for evaluating project application and by national authorities for evaluating Norwegian research and education more generally.

As for the Dutch case, in the near future it will be important for Norway to connect this initiative with what is happening internationally as changes in the assessment criteria cannot be done by one country alone.

21 Universities Norway - NOR-CAM "A toolbox for recognition and rewards in academic careers", 2021 (link).

All these initiatives demonstrate that rethinking academic careers is an ongoing process and that key aspects should be considered when preparing for a real cultural change in academic careers assessment. Among many things, they demonstrate how important it is for each academic to be recognised for its own achievements and work, and how assessment should be directed towards this purpose. This is even more prominent in the case of early career researchers. Moreover, they show that assessment methods must find an adequate balance between quantitative and qualitative performance indicators and take into account the differences between disciplines. When trying to find such an adequate balance, attention must be paid not to make assessment processes even longer and not to overburden peer reviewers. Finally, it is clear that organisations should be persistent but thoughtful in the way they promote change and join forces with different actors at national and international level.

The next section of this paper builds on these lessons learnt to propose a series of recommendations to start the discussions and prepare for a cultural change in academic careers assessment.

Preparing for a cultural change in academic careers assessment:
a journey to be taken
step by step

As can be observed from the different initiatives presented above, rethinking academic careers assessment on the basis of some principles is not enough. The change must be rooted in the culture of the academic sector overall, it must acknowledge the complexity of the task, provide time, involve the necessary stakeholders and be supported by determined leadership. In this section, YERUN calls on national and European stakeholders to rethink academic careers assessment by taking into account the following recommendations to successfully lead change[22]:

01 Identify what is not working well and adequately delineate the key objectives to achieve

When preparing for a cultural change in academic careers assessment one must start by understanding why such a change is needed. As stated in the introduction of this paper, many are the reasons that explain why rethinking academic careers is necessary today. The YERUN initiatives presented above show that universities have been thinking about such reasons for some time now. Furthermore, in some cases at national level[23] and at European level[24] great efforts have been made in this regard. There is an overall agreement on the deficiencies of the current way in which academic careers are assessed. However, there is no clarity nor a consensus yet on the priority of objectives for the proposed changes in academic careers assessment: are we looking for more attractive careers for researchers? Or higher quality research? Or maybe an increase towards more "open" research outputs? Resistance to change is often due to a misalignment in expectations. Discussions must be organised at different levels (institutionally, nationally and internationally) to jointly define what the objectives and principles of such a change would be, what it would entail and what the benefits would be. This would allow to build a joint vision and therefore will lead to a higher trust and acceptance from all actors.

02 Engage with different actors

Rethinking academic careers is a cultural change that will require the involvement of many actors. Committed support from leadership and senior faculty will be needed to build trust across institutions. Recruitment and promotion committee staff will need to be consulted to develop a common vision and the adequate assessment criteria, and will then need to be trained to learn how to apply such vision and criteria. Academics must be part of the change and understand how it will affect their individual careers and their role as peer reviewers. Funders and national authorities will also play a crucial role in this cultural change as they are the ones that provide financial and political support to research. Also, in some countries, national authorities are the ones determining the current assessment criteria. Finally, international players such as stakeholders like university networks and the EU will be key actors in offering discussion fora for sharing experiences and peer learning activities, for reflecting on the change and for creating support structures.

03 Communicate, listen and learn to deal with resistance

Once a joint vision is built, communication is crucial. It is important to bring such a vision to all relevant actors and to make sure it is well understood by everyone. Resistance to cultural change is natural but must be addressed. Experiences across YERUN show that one way out is to foster dialogue between those in favor of the change and those questioning it, on the basis of shared quality and progress. Continued dialogue has shown that different perspectives can come closer together and this has created a sense of "togetherness" in this journey. Dealing with resistance helps to anticipate difficulties and remove obstacles, while maintaining the shared vision and building trust.

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22 Steps for action inspired by the model of Stouten, J., Rousseau, D. M., & De Cremer, D., "Successful organisational change: integrating the management practice & scholarly literatures", 2018. (link).
23 Universities Norway - NOR-CAM "A toolbox for recognition and rewards in academic careers", 2021 (link) andUNL, NFU, KNAW, NOW, & ZonMw, "Room for Everyone's Talent", 2019 (link).
24 European Commission Scoping Report "Towards a reform of the research assessment system", 2021 (link).

04 Build competence for change and intervene when appropriate

When translating vision into practice, one must reflect about how the actors involved will adapt to this cultural change. The different actors will need to understand what change will actually mean. Training sessions will need to be organised not only to explain the big lines of this cultural change but also to finetune the art of giving feedback, of voicing criticism constructively, of organizing the entire evaluation process differently. This will certainly not happen from one day to another, but it will require time. Urging people to adapt to new circumstances often leads to less open-mindedness and flexibility. It is therefore important to assess the right moment to intervene.

Moreover, very often in the transition from vision to practice unexpected situations might arise. In these cases, it is important to give space for experimentation and allow bottom-up ideas to flourish. Good ideas do not only come from the top, listening and giving voice to the people concerned by the change is important.

05 Make change last

A last step would be to think about the sustainability of the change. It is not enough to directly implement change, one must think about adjusting processes for the long-term and remaining alert for new needs and developments. With time new needs arise and new changes might need to be carried out. Learning will be a continuous process and feedback from the different actors will be at the heart of this process.

Sustainability of the change will also come from its institutionalisation, at university-level, nationally and European-wide. Providing the necessary support mechanisms and aligning policies and efforts will hence be key.

Finally, for YERUN sustainability also goes hand in hand with openness. Fully documenting change and making it openly available[25] will contribute to the acceptance and ownership of different the actors involved.

Conclusion

In contribution to the ongoing debate on rethinking academic careers assessment, this paper argues that such a task should not be merely based on some agreed principles around which new practices are to be adopted. Efforts should go further towards creating a true cultural change, so as to ensure that such new practices are rooted at all levels i.e. at academics and evaluators level, at the level of research performing and research funding organisations, at national and international level, at the level of what society expects from science. Achieving this will certainly take time and this is why YERUN builds on a series of initiatives taken by its members universities to propose five recommendations on how to embark in this journey towards a cultural change in academic careers assessment: (i) identify what is not working well and adequately delineate the key objectives to achieve (ii) engage with different actors (iii) communicate, listen and learn to deal with resistance (iv) build competence for change and intervene when appropriate (v) make change last.

YERUN calls on all relevant national, European and international stakeholders to take into account these proposed steps when working towards implementing more rigorous and fairer ways to evaluate research, and ultimately, towards making academia a better place.

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25 Moher, D., Naudet, F., Cristea, I.A., Miedema, F., Ioannidis, J.P.A., & Goodman, S.N., "Assessing scientists for hiring, promotion, and tenure", PLoS Biol., 2018 (link).

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