Towards the European Framework for Attractive and Sustainable Academic Careers

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EURASHE

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Task Force on Careers at Applied HEIs

Following the announcement that the Commission will soon adopt an education package[1], including a Recommendation on academic careers, EURASHE established a Task Force that will run until July 2024. The members of the Task Force are:

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- Giuliana Sabbatini, St. Pölten University of Applied Sciences and European University E^{3}UDRES^2
- Kersti Viitkar, Tartu Health Care College, Estonia
- Paulo Ferreira, Portalegre Polytechnic University, Portugal
- Jakub Grodecki, EURASHE Secretariat

The aim of the Taskforce is to dive deep into the topic from the perspective of applied HEIs, provide input to the European Commission, and participate in any related fora and events. This policy brief discusses the key issues and provides opinions of the Task Force, having also been endorsed by the EURASHE Board.

Executive Summary

This policy brief is centred around the issue of human resource structures and incentives within HEIs, including permeability, assessment, recognition and career development. It aims to address prevalent challenges and identify key areas for improvement. Acknowledging the pivotal role of high-quality academic staff in European HEIs and transnational cooperation, the discussion highlights the unequal recognition of their diverse roles, encompassing teaching, research, collaboration, innovation, and civic engagement, with a special focus on applied and professional higher education. Academic staff often grapple with precarious conditions, gender bias, insufficient frameworks, teaching overload, and a lack of career flexibility and cross-sectoral mobility.

In alignment with these concerns, the Communication on a European Strategy for Universities (COM (2022)16 final) emphasises the need for a European framework for attractive and sustainable careers in higher education. It is being developed in synergy with the research career framework under the European Research Area. To inform this strategy, the Commission services initiated two studies in 2023: The first conducted by ECORYS gathers inputs on challenges, needs, and good practices. The second conducted by the OECD in 2023 provides an evidence review of academic career policies in OECD member countries.

Preliminary discussions with representatives from Member States, stakeholders' organizations, and social partners, conducted within the European Education Area Strategic Framework Higher Education Working Group led by DG EAC, highlight several main challenges that need collective attention and resolution namely:

➢ *The need to promote, recognise and valorise the diversity of academic roles, including innovative teaching and learning*

➢ *The need to promote, recognise and valorise mobility and deep transnational cooperation*

➢ *The need to promote attractive working conditions, academic freedom, diversity and gender equality*

[1] The education package planned for the second quarter of 2024 consists of three deliverables. Communication on the European Degree and Council Recommendations on the Attractive and Sustainable Academic Careers and Quality Assurance and Recognition, both foreseen as non-legislative Council Recommendations

The Task force has identified challenges within the commitment frameworks, particularly regarding the appeal and sustainability of academic careers. The key points include:

- Researchers, often pursuing academic careers, must decide whether to remain in the research field exclusively or explore alternative paths of equal value in various sectors, whether it is engaging in research within non-academic institutions or teaching outside traditional academic settings. The potential opportunities, necessary skills, existing networks, and societal needs in these realms often go unnoticed in career assessments, development, or advice for young academics or those veering away from the conventional academic trajectory. As a collective, Europe greatly benefits from the talents and skills of these emerging academics.

- Teaching pathways and collaboration-based routes are crucial for a more diverse career advancement, but seem not to be sufficiently recognised and promoted, marking a strategic priority for raising the attractiveness of the academic profession among those who do not aspire to a career based purely on research.

- An institutional perspective and a development-oriented pathway, both from an individual and institutional standpoint, are crucial considerations. Institutions must determine how to support, promote, recognise, and appreciate diverse academic roles, incorporating innovation in teaching and learning while ensuring that such innovation is not burdensome. Teaching, research, knowledge transfer, and innovation are to be tightly intertwined – from the institutional strategy, career models, working conditions, to the individual assessments.

- Innovation in learning and teaching, supported by adequate institutional backing, suggests that funding incentives could be viable. While global funding for HEIs usually covers the needs of teaching and learning, additional funding for innovation is mostly provided in the context of research and knowledge transfer, but not or only very marginally for innovation in the field of education – or for building innovation competences through education.

- Ensuring academic freedom, diversity, and gender equality is paramount for unlocking potential for innovation. Promotion and recognition of these factors should also be emphasised, to make sure that they play a role in the selection, assessment, development and advancement of academic staff. Similarly, promoting the recognition and appreciation of mobility and deep transnational, intersectoral and transdisciplinary cooperation is crucial. Working conditions form the foundation of these discussions, as evidenced by their prominence in Member State-oriented meetings. The consultation process is ongoing until the end of December.

- The permeability of academic careers extends across various dimensions, including different institutions within the same sector and the same European country, various types of HEIs, diverse sectors such as academia, industry, and society, and across national boundaries. An approach to permeability could be based on skills and employability, which could be supported by an instrument similar to ResearchComp, but with a broader understanding of education, knowledge-transfer, innovation and cooperation.

I. Political scope

On the level of policy division between the research and academic teaching frameworks, the position of EURASHE – an organisation that represents the applied-oriented universities and institutions, where both applied research and practical teaching is being provided for a vast scope of learners is, that the two frameworks, one mainly oriented on research careers, which is supported by the ERA framework and the parallel one introduced on academic teaching careers have to seek more alignment and mutual support in their actions. In the supporting documents, the synergy between these two plans is mentioned. However, it is considered that it shouldn't be only synergy but clearly refer to the mutual support schemes established between those two frameworks. As underlined as well in the LERU reaction[2]. These initiatives must operate in synergy to optimize their impact on advancing and supporting careers in higher education and research.

The abovementioned context is even more confined to the challenges for the Universities of Applied Sciences (UASs). Research, teaching, and innovation intertwining is crucial concerning skills, experiences, and career development in the broader landscape of future academic careers. For Europe to derive innovation benefits from research progress, a close integration of research and teaching is imperative, addressing a significant challenge the EU has faced over recent decades, as highlighted in analyses like the Innovation Scoreboard[3]. These facets are inherently linked and should be collectively considered in assessments of individual academic profiles and career development. Most academic individuals engage in research and teaching concurrently or alternately over time, and the notion of "pure" research careers devoid of any teaching are be rare. Moreover, the sustainability of a research career for the broader society is questioned if it lacks innovation and knowledge transfer.er.

Member States are facing comparable challenges in funding education and share a common predicament. The predominant emphasis on research engagement stems from the necessity to generate additional funding for researchers, their teams, and institutions. The practicality of securing financial support drives this preference for research over teaching. Emphasising the importance of equalising funding incentives underscores the imperative for balance in recognising and rewarding research and teaching in academic careers.

In the broader scope, the attractiveness of teaching is a widespread concern globally, with a looming problem of teacher shortages in Europe. Another challenge for many regions and countries is the ongoing brain drain of skilled researchers. Supporting permeability between teaching and research across various sectors such as universities, UAS, education institutions, industry, and society is a supporting circumstance for the individuals seeking these interdisciplinarities throughout their career by reducing the financial burden and facing career risks. To address this, there is a call for increased support, not only at the individual level but also at the national and institutional levels. This support should facilitate the active design of diverse careers, providing a framework that encourages movement between sectors and disciplines without the fear of setbacks.

II. Supporting and recognising hybrid profiles of academics

In the educational mission's overarching perspective, a multifaceted agenda centres around the transformation of learning and teaching. This mission is characterised by its commitment to innovation, flexibility, skills orientation, and student-centred approaches, bolstered by integrating digital

[2] https://www.leru.org/news/a-toolbox-is-not-enough [20.09.2023, access 11.12.2023]
[3] https://research-and-innovation.ec.europa.eu/statistics/performance-indicators/european-innovation-scoreboard_en [Access 11.12.2023]

enhancements. Recognising the pivotal role of education in shaping societal progress, policymakers channel attention toward formulating effective policies while institutions strategically align their structures to uphold these principles. This educational mission strongly emphasises students, emphasising the cultivation of learning outcomes, fostering student-centred learning environments, and actively engaging students in the educational process. Additionally, the mission underscores the significance of teaching skills, pedagogical excellence, and the proficient utilisation of digital technology, collectively contributing to establishing attractive and sustainable career paths within the education sector.

University missions are evolving towards greater hybridity, blurring the traditional distinctions between teaching, research, innovation, and service. This integration extends to careers and the diverse skill sets now demanded from academic staff. Despite this shift, assessment and career development remains rooted in an outdated concept of linear paths and mainly focuses on research. Discussions centre around reevaluating the value of various approaches to career progression, challenging the conventional notion of predefined paths.

The notion of hybridity can be also understood and widely increased by promoting and facilitating dynamic mobility between HEIs and other sectors of industry and society. Even institutions with a strong focus on education actively develop and apply research methodologies in practical, real-world contexts in mixed contexts of education, innovation and research projects. Encouraging professionals to transition seamlessly between academia and other sectors enhances the reciprocal transfer of knowledge and a real open innovation. Individuals engaged in industry and society can bring valuable practical insights to academia, enriching research and teaching methods. Conversely, academics who temporarily immerse themselves in industry gain firsthand experience, enabling them to address relevant challenges and infuse their academic work with real-world applicability. This bi-directional mobility creates a symbiotic relationship, ensuring a continuous exchange of expertise and fostering innovation that resonates across both realms.

Facilitating the hybrid pathways needs to be supported with the schemes designed to encourage certain career pathways. As an example, international mobility and cooperation are seamlessly integrated into the **German Quality Assessment scheme**. Becoming a professor at a university in Germany requires international experience; it is a crucial criterion for candidate selection. Even securing a postdoc position at a German institution is contingent on having international experience, underlining its significance. The selection criteria system in Germany strongly encourages individuals to pursue opportunities abroad during their postdoctoral career.

From a broader point of view, given the potential usefulness of R1 to R4 research profile descriptors[4], which allow institutions from different frameworks to talk about the same research level and make them comparable and potentially more permeable, the development of a similar approach for academic career paths should be thought of similar descriptors e.g. A1 to A4 could be suggested, indicating levels of academic involvement and leadership beside research, with a strong focus on education, knowledge transfer and innovation. This could facilitate discussions about academic careers on a European level, addressing the current lack of dialogue about this matter at the national level.

Local contexts challenges and examples:

[4] https://research-and-innovation.ec.europa.eu/system/files/2023-04/ec_rtd_research-competence-presentation.pdf

E^{3}UDRES[2] European University Alliance promotes a commendable practice in innovation by emphasising the concept of "ent-r-e-novators"[5] as individuals from HEIs who embody the roles of entrepreneurs, researchers, educators, and innovators. Recognising the limitations of expecting one person to excel in all areas, EU^{3}DRES^2 advocates for acknowledging different stages of life, personal development, and ambition. The key principle is to avoid imposing a one-size-fits-all expectation on individuals. The innovative aspect lies in recognising and valuing people's diverse skills and experiences in different areas. E^{3}UDRES^2 stands out by supporting a career development model that fosters a mix and flexible approach, challenging the conventional norms prevalent in the European Education Area.

In **Portugal**, due to governmental regulations, there is a persisting challenge in integrating academic and practitioner perspectives, termed as specialists. Initially recognised as valuable contributors to Technical University, practitioners or specialists are essential for practical insights in fields such as Veterinary, Nursing, etc. However, new government assessments exclude practitioners from teacher ratios, posing difficulty in maintaining a balanced faculty. To address this, the institution allows teachers to choose their assessment focus—education, research, or organisational activities—with varying percentages. Internal efforts focus on recognising cooperation activities and promoting translational cooperation in assessments, acknowledging the diverse paths teachers may take. Additionally, initiatives like scholarships aim to address gender imbalances by recognising outstanding female students. The institution seeks to navigate the challenges by providing teachers with choices aligned with their paths.

In **Estonia**, shared challenges exist e.g. around the competition for teachers between teaching institutions and healthcare institutions, which also pertains to the overall shortages of workers in the health industry in the country as a whole. The concern revolves around supporting part-time teachers who work on a daily basis in other institutions, emphasising the need for backing in teaching skills. On one hand and reserving the time and resources needed for research. The institution acknowledges the difficulty in supporting research activities in some disciplines, but emphasises the importance of focusing on innovative and learner-centred teaching. There is a clear issue between research and teaching skills, highlighting the need for effective and innovative education. Estonia has initiated collaborative efforts among all universities of applied sciences to design a career model for teachers. While the legal framework has been in place for four years, discussions persist on workload planning for teaching staff, including the balance between teaching, research, and community service. Despite variations among universities, this cooperative initiative aims to address competition and ensure the development of the best teachers.

Throughout the discussion within the format of the EURASHE Taskforce on sustainable careers, it has come to the conclusion that there is a lack of clear national career paths, noting that national laws provide a general framework without specifying detailed paths. In Austria, one of the actions of the national Action Plan for the European Research Area (Austrian ERA-NAP 2022-2025) focuses on the permeability and sustainability of academic careers and is taken care of by a working group of the national Higher Education Conference, including traditional universities, universities of applied sciences, university colleges of teacher education, research organisations and funding agencies. Academic careers in these different contexts are bound to different legal frameworks, with different autonomy degrees for the institutions as far as career paths are concerned. Teaching, innovation, knowledge transfer, and various scientific support functions all have to be taken into account when formulating recommendations for permeability and sustainability of academic careers.

[5] https://eudres.eu/assets/files/eudres_2.0_vision_mission_statement.pdf [Access 11.12.2023]

III. Valuing a cross-sectoral mobility apart from the transnational cooperation

The EEA Strategic Framework Working Group on Higher Education addresses the crucial aspect of mobility, particularly highlighting its close link to transnational cooperation. However, it advocates for a broader understanding of the mobility agenda beyond education and transnational mobility, introducing the concept of intersectoral mobility.

Firstly, it emphasises the importance of transferability between industry, society and academia, promoting a "pracademic" approach that combines academic and practitioner roles. In some European countries, there are Universities of Applied Sciences (UAS) where becoming a professor demands substantial professional expertise gained out gained outside academia. We find that this is an aspect which is considered a qualification for an appointment for a professorship in some disciplines at some traditional or research universities, too. Within the assessment or systems, there are no clear and generally accepted standards for valuing professional expertise outside academia. Secondly, it underscores the need for mobility between disciplines, especially when tackling contemporary challenges like digitalisation, green economy, and societal issues. The suggestion is that transdisciplinary and trans-sectorial cooperation, alongside mobility between disciplines and sectors, should be treated as separate entities, not merely additional components to transnational mobility.

Recognising well-established mobility between sectors as a key factor in enhancing the appeal of academic career paths, the paper contends that unsupported mobility and the lack of recognition hinder attractiveness. The current "one-way ticket" nature of mobility between labour markets, public jobs, and academia needs to be addressed through favourable regulations. Creating conditions that support flexible pathways between the world of work and academia can lead to established practitioners becoming esteemed academics, integrating their external learnings into teaching and research. The promotion of alternatives introduces competition, pushing academic institutions to offer more attractive career opportunities and compete effectively with the business sector.

Appreciating a broad interpretation of mobile work mobility, the focus extends beyond transnational aspects to include trans-sectoral and transdisciplinary dimensions. Challenges arise, particularly in legal and financial spheres, with discussions about rethinking pension structures for those pursuing extensive transnational careers. Institutions vary in openness to practical and transnational experiences, with some maintaining a strict focus on their established research paths. In the context of Austrian traditional universities, assessments primarily centre around professors' research activities, overlooking teaching contributions. The lack of attention to the success and impact of industry experiences or international projects raises the need for a more comprehensive evaluation approach.

IV. Parity of Esteem between Education and Research. The third mission should fit into discourse too.

EURASHE, representing the applied science sector, offers a distinctive perspective on practice-oriented careers, emphasising the challenge faced by academic teachers in comprehensive universities lacking non-academic experience. Recognising these circumstances is crucial, especially in national contexts undergoing anticipated changes. While the discussion on parity of esteem between education and research has its merits, incorporating the "third mission" role in higher education is essential. This integration of external dimensions into education and research missions, rather than treating them as add-ons, enhances career pathways. It is important however to notice that the parity implies the existence of two worlds of education and research, when at the same time the "balance" of esteem

between teaching, research, innovation as well as between the different missions of the HEIs and the different "dimensions" of the academic profiles need to be recognised and valued.

The need for parity of esteem between education and research is underscored, contingent on the presence of diverse funding systems within national structures. Institutions, especially Universities of Applied Sciences (UAS), are significantly influenced by their funding, aligning their priorities with defined profiles. There are various logics for funding within the European landscape considering education, research, and the combinations of those. Universities of Applied Sciences, which depend on both, often need to accommodate those opposite opportunities in the institutional budgets, research careers, and personal plans, two or more different logics into the daily operations which does not work in favour of those institutions. It is recommended to strive for more balanced and unified frameworks.

The current direction of funding shapes the institutional focus. While larger universities competing for research funds leaning towards hiring professors with robust research backgrounds. Traditional universities express interest in societal service, company support, and entrepreneurship. However, funding for these activities is often lacking, as institutions are primarily compensated for teaching and research. EURASHE supports the idea of funding for these endeavours, highlighting their industry expertise. While variations exist within comprehensive universities, some professors may feel uncomfortable engaging in these areas, presenting a distinctive stance in higher education.

Expanding on the previous paragraphs, a middle-ground perspective underscores the importance of permeability between academia industry and the third sector. Contrary to concerns, comprehensive universities may be open to embracing practices beyond traditional teaching and research. This perspective aligns with evolving European funding schemes, emphasising the alignment of research with innovation and practical application.

The funding philosophy centres on the translation of research outcomes into tangible products and services, as well as the generation of new business ideas. This approach highlights the necessity for individuals who excel not only as researchers but also possess practical experience in relevant fields. The key lies in seamlessly connecting academic expertise with real-world application, contributing to both scholarly excellence and practical impact. Integrating this philosophy into funding schemes and candidate selection processes is deemed essential for effectively navigating the dynamic intersection between academia and industry. This middle-ground perspective underscores the evolving expectations within higher education and research, acknowledging the demand for individuals capable of bridging the gap between theoretical knowledge and practical implementation.

Example 1: Thie “DATIPilot”, a precursor for a new funding agency for applied/practice-based research, transfer, and innovation, the “Deutsche Agentur für Transfer und Innovation (DATI)” – German Agency for Transfer and Innovation –, is an attempt in Germany to establish a transfer-oriented funding agency complementary to the funding agencies and instruments focusing predominantly on basic research. Such a step will also help to emphasise and value the contribution of applied/practice-based research to academia and society at large.

Example 2: An independent Funding Agency for innovative teaching was established in Germany, known as the **Stiftung Innovationen in der Hochschullehre.** While its budget is not as substantial as that for research, it is a positive step. What sets this agency apart is its openness to both research-focused universities and universities of applied sciences (UASs). Representatives from both university types are included in the governing board, making it a potential model for similar initiatives in other countries.

Additionally, an existing challenge persists related to recognising and valuing the efforts to establish international research and teaching networks. It goes beyond acknowledging individual international experiences and instead focuses on appreciating the dedication to deep transnational cooperation activities and the substantial mobilisation of sectors and stakeholders. The concern is that individuals building extensive networks, whether at the institutional, trans-institute, or international level, often go unrewarded. This lack of recognition persists until the established cooperation yields success regarding new students, research funding, or other achievements.

V. Increase of conditions for early career researchers, doctoral students and systemic and institutional cultures

The key idea is to provide early career researchers or postdoctoral individuals with providing them with transparency and perspectives, as well as opportunities to explore alternative pathways for building academic careers. Instead of a series of short-term contracts, the proposal suggests offering a fixed-term perspective, such as three or four years, with an evaluation at the end. A positive evaluation would lead to a permanent contract, while a negative one might prompt a move to another opportunity. This approach is considered a more suitable career path system to avoid the challenges of continuous short-term contracts. Currently, there are legal reforms and funding initiatives in Germany moving in this direction, and the advocacy for similar policies across European academic systems would be a suggestion for the way forward.

One aspect of creating an attractive working environment involves ensuring that researchers and academics maintain high employability and skills. Individuals who spend several years exclusively within one project and institute may face challenges without a follow-up contract. To address this, the suggestion is to focus on individualisation, flexibility, and permeability in career development. Rather than perceiving careers as rigid paths, there should be an emphasis on offering various possibilities, allowing individuals to move horizontally or diagonally. A crucial element is maintaining employability through ongoing skill development and experiences. The importance lies in retaining individuals within a specific institution or country and retaining also in maximising the investment made in their education and careers. To facilitate this diversity of needs a competence framework similar to the Research Comp[6] could be foreseen to create a similar map about skills for both teaching and for innovation, knowledge-transfer and third mission of Higher Education.

Enhancing skills and gaining diverse experiences is crucial for many academics, especially those lacking proper mentorship or guidance. While they may have project leaders and professors overseeing specific tasks, there's often a gap in comprehensive career support. This lack of dedicated mentorship may result in losing valuable talents. From a European perspective, the emphasis should shift from retaining individuals within specific institutions or countries to ensuring that the investments made in their education and careers yield the best possible outcomes.

At the postdoctoral level, researchers often face dependency on senior faculty, e.g. full professors, creating imbalances of power. This dynamic can hinder the development of independence and self-directed career paths. Researchers might find themselves writing papers for their professors, limiting their autonomy. In contrast, some other countries provide postdoctorals with greater independence and freedom, attracting researchers seeking more opportunities for self-driven work. This discrepancy

[6] https://research-and-innovation.ec.europa.eu/jobs-research/researchcomp-european-competence-framework-researchers_en [Access 11.12.2023]

in research environments contributes to the migration of domestic researchers to countries offering more space and autonomy.

There is existing evidence suggesting that interdisciplinarity contributes to gender balance. In fields traditionally dominated by women, such as health studies and nursing, interdisciplinary approaches foster a more balanced gender representation. Conversely, in areas predominantly occupied by men, particularly at higher career levels, increased interdisciplinary engagement appears to lead to a more equitable gender balance over time.

Regulations are necessary, but funding also plays a crucial role. Providing mid-term perspectives, like five-year funding for postdoctoral candidates, rather than shorter durations, is essential. Adequate funding should empower researchers to have their PhD students and establish small research groups. The key is to offer a time frame where researchers have guaranteed autonomy over their funding, allowing them to grow their projects and navigate their careers without external interference. This approach complements regulatory measures in addressing these challenges.

An additional idea could involve Member States providing better support, financing, and organisation for tenure tracks. Institutions introducing tenure tracks have generally reported positive experiences, enhancing working conditions. While currently implemented at the institutional level, incentivising and funding tenure tracks on a national scale would be beneficial. This approach addresses challenges related to dependence on others, providing a longer-term perspective and allowing younger academics to shape their environments. Moreover, exploring broader tenure tracks that assess academics based on factors like industry collaboration, societal engagement, transnational cooperation, and teaching could be an innovative experiment.

VI. Role of institutional culture in Career supports + topics of career development and advice

While contingent upon national and international frameworks and conditions for academic and research assessment and funding, institutions possess considerable autonomy in enhancing the career development of their academic staff. Several possible courses of action can be pursued, including:

- Implementing honest and transparent career counselling, especially in early career stages, to assist young academics and those new to teaching, research, and innovation in analysing their skills, contributions, qualifications, strengths, and weaknesses concerning their current or aspiring positions. This proactive approach is crucial to prevent potential career setbacks at critical milestones.
- Providing (pro-)active career advice that seeks suitable opportunities, exposes individuals to diverse experiences, facilitates networking, explores options in other institutions and sectors, and plans career steps or changes in advance. Many young academics may lack awareness of available options and their suitability for their unique skills and expectations.

This support should occur at two levels, on which the key role shall remain within the remits of the institution:

- At the individual level through supervisors of young academics. Implementing binding frameworks for appraisal interviews, and qualification paths, and providing resources and training for supervisors (professors, PIs, etc.) is essential for fulfilling this role effectively.
- At the institutional level dedicated Career Centers equipped with resources and professionals, enabling academics to assess, discuss, and plan their career options.

Collaboration at a regional level could facilitate interactions between institutions and academics from diverse backgrounds. (Example: LBG Career Center[7] a best practice from Austria)

Regarding institutional culture, the conventional progression (Such as mentioned before) from R1 to R4 implies a linear trajectory, in a scheme similar to a “pyramid” where individuals may exit the system due to insufficient availability of "professor-like" positions, non-renewal of short-term contracts, or funding limitations. Unfortunately, this approach is detrimental to the entire academic system, as those individuals and their valuable skills could be instrumental in alternative positions, roles, institutions, or sectors. To address this, the key lies in embracing diversity, individuality, flexibility, and sustainability within the higher education system. There is no singular academic path, say from A1 to A4, that encompasses all facets from teaching to innovation to research. Individual careers emphasize different dimensions at various life stages, showcasing a diversity of skills, qualifications, and experiences. "Atypical" CVs are becoming the norm, and at all levels, we must ensure that changes, interruptions, sabbaticals, international mobility, and intersectoral experiences are valued contextually based on the position. This approach fosters sustainable careers for both individuals and institutions, shifting the paradigm from a pyramid structure, where some inevitably exit, to a more intricate network of positions, roles, and profiles that academics can navigate transparently.

We hope that the recommendations included in this brief will allow to broaden the background and gathering of the evidence for supporting the overall actions and ambitions within the development of the European Framework for Attractive and Sustainable Careers

For any enquiries or questions, please contact us at eurashe@eurashe.eu

[7] https://cc.lbg.ac.at/?lang=en [Access 11.12.2023]

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About EURASHE

The European Association of Institutions in Higher Education (EURASHE) is an international association promoting and emphasising professional higher education. Its members are national associations, colleges, polytechnics, and applied sciences universities, overall representing more than 550 institutions in Europe and beyond.

EURASHE is an established partner for European institutions and stakeholders in the development of policy and practice in higher education, reflected in its participation in high-profile forums and working groups, as well as in several European networks and alliances.

For more information, please visit: **www.eurashe.eu**