

IPHES CAREER DEVELOPMENT GUIDE FOR RESEARCHERS

MARCH 2019

1. INTRODUCTION

The development of a scientific career at IPHES follows the guidelines established by the European Union. To this end, IPHES has structured its scientific careers into four major stages based on those outlined and defined in the European Commission document entitled 'Towards a European Framework for Research Careers' (<https://era.gv.at/object/document/1509>).

These four career stages are:

- **R1: First Stage Researcher** (up to the point of PhD)
- **R2: Recognised Researcher** (PhD holders or equivalent who are not yet fully independent)
- **R3: Established Researcher** (researchers who have developed a level of independence)
- **R4: Leading Researcher** (researchers leading their research area or field)

The concept of specific career stages has been introduced in order to allow for cross-country comparisons in terms of roles and experience levels.

As stated in the above-cited European Commission document, 'Apart from the First Stage Researcher the profiles should not always be considered as stages on a progressive career path, although it may be assumed that a researcher in one profile will also have accumulated/acquired the necessary competences of the preceding profiles' (p. 6).

As the framework established by the European Commission is 'sector-neutral', IPHES has added some specific desirable competences for the researchers that are directly related to the main research sector activity of the Institute and its vision. Therefore, this document describes the general skills required at each stage of the research career (in accordance with the indications of the European Commission) as well as the specific skills directly related to the scientific activity of IPHES.

2. STAGES IN A SCIENTIFIC CAREER AT IPHES

2.1 First-stage researcher (R1)

First-stage researcher (R1)	
<p>This profile includes individuals doing research under supervision in industry, research institutes or universities. It includes doctoral candidates. Researchers with this profile will:</p> <ul style="list-style-type: none"> • Carry out research under supervision. • Have the ambition to develop knowledge of research methodologies and discipline. • Have demonstrated a good understanding of a field of study. • Have demonstrated the ability to produce data under supervision. • Be capable of critical analysis, evaluation and synthesis of new and complex ideas. • Be able to explain the outcome of research and value thereof to research colleagues. 	<p>IPHES desirable competences at the date the PhD grade is given. First stage researchers will:</p> <ul style="list-style-type: none"> • Be able to work in interdisciplinary teams. • Initiate mobility in other research centres. • Participate in international conferences as a session leader or poster presenter. • Know how indexed journal cycles work, and act as the corresponding author in a peer-reviewed journal. • Know the most prominent research topics published in scientific journals in the field • Be aware of the primary funding opportunities and undertake planning through a self-made, tailored grant book. • Have acquired fieldwork-related abilities. • Be able to use internet research platforms to give visibility to their scientific activity. • Participate in providing teaching support for the academic activities of IPHES. • Participate in some of the scientific dissemination activities organised by IPHES.
<p>Original EU document of July 2011, 'Towards a European Framework for Research Careers'.</p> <p>Available at https://era.gv.at/object/document/1509.</p>	

2.1.1 – Guidelines for monitoring research activity of IPHES PhD personnel

The purpose of PhD grants/contracts is the completion of a doctoral thesis and scientific education in order to subsequently pursue a career in research. As such, although the first priority is completion of a doctoral thesis within the established period, other educational aspects should not be given lesser consideration. Decision-making and oversight activities are the responsibility of the students and their supervisor. Any misconduct identified by either of the parties should be reported to the head of research or those responsible for coordinating the research groups.

1. SCIENTIFIC ACTIVITIES

- a. Scientific activities related to doctoral theses are given highest priority.
- b. Other scientific activities, such as analyses or studies outside the scope of the doctoral thesis that serve to strengthen our network of experts for the future and that contribute to the research of members of IPHES and other institutions.
- c. Archaeological excavations. Participation in archaeological excavations related to a doctoral thesis, including involvement in the different phases (excavation, laboratory, creation of reports) with greater or lesser responsibilities in accordance with specialty and educational stage.

2. RESEARCH ACTIVITIES RELATED OR NOT RELATED TO A RESEARCH PROJECT

- a. Participation in at least one Thursday presentation over the course of the scholarship.
- b. Participation in at least one poster session over the course of the scholarship period.
- c. Participation in organising conferences and/or workshops within the framework of the research group, unit or project.
- d. Proposing initiatives to hold talks, seminars, scientific meetings, and to invite experts. If funding is required, it should be obtained through projects or groups.
- e. Availability for specific activities such as hosting undergraduate student trainees, taking part in collective activities, participating in archaeological excavations that are not part of the student's research project.

3. TEACHING ACTIVITIES

- a. Personnel with university teacher training scholarships (FPU) must contribute to their education by providing support to teaching staff, teaching classes on occasion, preparing classes, practical training, etc. Minimum of 90 hours (30 hours per year), maximum of 240 hours (60 hours per year). These should be degree courses in the history, art history and archaeology programme and the anthropology and human evolution programme. Instruction is coordinated by Ethel Allué for the degree in history, art history and archaeology, and Marina Lozano for the degree in anthropology and human evolution, in conjunction with any teaching staff involved. The centre, in this case the Department of History and Art History, must certify instruction on the Ministry of Education's website.
- b. Persons without university teacher training scholarships may also gain access to teacher training via the same procedure if they would like to do so, following the rules indicated for each call for proposals (for those with teacher and university teacher training scholarships, current rules establish a maximum of 60 hours of teaching per academic year). Teaching will be certified according to the same guidelines as those for persons with university teacher training scholarships.

4. DISSEMINATION ACTIVITIES

- a. Participation in scientific dissemination projects each year while completing doctoral thesis: Evolucionaria radio programme, Pint of Science, Research Night, Iphes a les escoles, etc. Participation will be coordinated by M. Fontanals or M. Guardiola.

2.2 Recognised researcher (R2)

These [R2 EU] descriptors are adapted from the commonly accepted Dublin Descriptors for the third cycle of the European Higher Education Area (Bologna)¹, which correspond to the Learning Outcomes of level 8 of the European Qualifications Framework for lifelong learning (EQF)².

Recognised researchers (R2)	
<p>Recognised researchers (R2) are PhD holders or researchers with an equivalent level of experience and competence who have not yet established a significant level of independence. In addition to the characteristics assigned to the profile of a first stage researcher, a recognised researcher:</p>	<p>IPHES desirable competences to acquire throughout the R2 stage. Recognised researchers will:</p>
<p>All competences of ‘First Stage Researcher’ plus:</p> <ul style="list-style-type: none"> • Has demonstrated a systematic understanding of a field of study and mastery of research associated with that field. • Has demonstrated the ability to conceive, design, implement and adapt a substantial program of research with integrity. • Has made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, innovation or application. This could merit national or international refereed publication or patent. • Demonstrates critical analysis, evaluation and synthesis of new and complex ideas. • Can communicate with his peers – be able to explain the outcome of his research and value thereof to the research community. • Takes ownership for and manages own career progression, sets realistic and achievable career goals, identifies and develops ways to improve employability. • Co-authors papers at workshops and conferences. 	<ul style="list-style-type: none"> • Develop the proposal-writing skills needed to obtain a postdoc fellowship. • Be exposed to international mobility through competitive grants (MSCA, etc.). • Be able to plan a feasible career pathway under mentoring. • Lead a small project (e.g. fieldwork project, etc.). • Be able to communicate with the wider community and with society in general about their areas of expertise. • Be able to mentor first-stage researchers (co-supervising TFM, etc.).

¹ https://www.vitae.ac.uk/policy/dublin-descriptors-for-doctorate-mar-2004-vitae.pdf/@_@download/file/Dublin-descriptors-for-doctorate-Mar-2004-Vitae.pdf

² <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2008:111:0001:0007:EN:PDF>

2.3 Established researcher (R3)

Established researchers (R3)	
<p>An established researcher (R3) has developed a level of independence and, in addition to the characteristics assigned to the profile of a recognised researcher:</p>	<p>IPHES desirable competences to develop throughout the R3 stage. NOTE THAT 'Independence' means having OBJECTIVE indicators. Established researchers will:</p>
<p>Necessary competences: All necessary and most desirable competences of 'Recognised Researcher' plus:</p> <ul style="list-style-type: none"> • Has an established reputation based on research excellence in his or her field. • Makes a positive contribution to the development of knowledge, research and development through co-operations and collaborations. • Identifies research problems and opportunities within his area of expertise Identifies appropriate research methodologies and approaches. • Conducts research independently, which advances a research agenda. • Can take the lead in executing collaborative research projects in cooperation with colleagues and project partners. • Publishes papers as lead author, organises workshops or conference sessions. 	<ul style="list-style-type: none"> • Be able to mobilise peers and create informal groups for specific targets (such as a publishing research, organising a workshop, managing fieldwork, etc.). • Be able to seek resources from research funding agencies and consider budgets for the resources requested. • Hold a strong commitment to their own professional career development. • Become a supervisor of first-stage researchers [PhD]. • Know how the media cycle works and be capable of interacting with professional journalists.

2.4 Leading researcher (R4)

Leading researcher (R4)	
<p>This is a researcher leading their research area or field. It would include the team leader of a research group or head of an industry R&D laboratory. In particular disciplines as an exception, leading researchers may include individuals who operate as lone researchers.</p>	<p>IPHES desirable competences to develop throughout the R4 stage. Leading researchers will:</p>
<p>All necessary and most desirable competences of 'Established Researcher' plus:</p> <ul style="list-style-type: none"> • Has an international reputation based on research excellence in their field. • Demonstrates critical judgment in the identification and execution of research activities. • Makes a substantial contribution (breakthroughs) to their research field or spanning multiple areas. • Develops a strategic vision on the future of the research field. • Recognises the broader implications and applications of their research. • Publishes and presents influential papers and books, serves on workshop and conference organising committees and delivers invited talks. 	<ul style="list-style-type: none"> • Be PI of their own projects including carrying out the financial execution of a mid- or long-term project (\geq 2-5 years), appropriately managing all eligible costs. • Focus on long-term team planning (e.g. career paths for the researchers and securing funding for team positions), beyond team building and promoting collaboration. • Supervise PhD candidates, designing feasible research plans for R1 PhD and training them to submit indexed papers as a part of their PhD work. • Supervise postdoctoral fellowships.
<p>Original EU document of July 2011, 'Towards a European Framework for Research Careers' Available at https://era.gv.at/object/document/1509.</p>	