Euro-CASE member academies' engagement with ECPs: a baseline

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What do we mean by "ECPs"?

Our project defined early-career professionals (ECPs) as:

"individuals who are in the early years of their professional working career, ranging from PhD students to those with approximately 0-15 years' of full working experience within research, industry or enterprise".

Our project gathered evidence to understand:

- Why national academies want to engage with ECPs

- ECPs' experiences of engaging with national academies

- Current levels of engagement between academies and ECPs

- Examples of academy initiatives designed for ECPs

- Challenges and barriers to engagement between academies and ECPs

- Tips and recommendations for academies wishing to scale up their engagement with ECPs

Some findings...

82% of Euro-CASE academies surveyed said that:

- Engagement with ECPs is a priority for them
- It's more of a priority than it was 10 years ago
- They wish to expand or enhance their offers to ECPs

88% of Euro-CASE academies already engage with ECPs, but:

- Many academies face barriers or challenges
- Most do not have long-term or structured engagement with ECPs
- Only three academies said their engagement with ECPs was better than "moderate"

Why do academies seek to engage with ECPs?

"we feel it's important for the future of our Academy"

"We want to give ECPs a voice in our Academy's governance and activities"

"we want to bridge the gap between our Academy and the ECP community"

"our Academy can meet the needs of ECPs"

"to build more interest in our Academy's activities"

Current initiatives

Over half of Euro-CASE academies already offer activities/initiatives for ECPs

What do ECPs think?

"The Academy focuses on topics we care about – the issue is more about visibility and relevance"

"it seems like the Academy is only open to late-career or retired professionals"

"The Academy is useful for networking with my peers and more senior experts"

"The Academy could do more to promote itself and its impact"

"our Young Academy allows me to share ideas with my peers and form new collaborations"

"the Academy supports early-career researchers, but there's no clear offer for those in industry

"involving ECPs in academy governance brings diversity of views while helping ECPs develop their skills"

"I had never heard of the Academy before being invited to this interview"

Challenges and barriers that academies experience

- Communication

- Lack of visibility

- ECPs don't have time/not interested

- Attitudes

- No formal membership

- No joined-up offer

- Funding, resources etc

Recommendations

Academies wishing to enhance their engagement with ECPs should:

- Consider the value of engaging with ECPs
- Map out the existing engagement network for ECPs on a national level
- Develop a robust value proposition
- Consider different levels of engagement
- Speak to other academies who have experience

Euro-CASE should:

- Enable member academies to come together to learn from each other
- Build stronger relationships with existing European networks of ECPs
- Seek to better integrate ECP expertise from engineering and industrial

For today

- What can we learn from each other as academies?

- Should we seek to better integrate ECP representation into Euro-CASE activities? If so, how?

- How should Euro-CASE co-operate with external networks of ECPs?

- How can Euro-CASE better promote early-career engineering and technological representation at European level?

- Be open and honest!

Over to you!