

Publish *and* Train or Perish? Valuing the Early Career Outcomes of STEM Ph.D. Recipients

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Abstract

STEM laboratories and principal investigators (PIs) are usually evaluated by the quantity and quality of the publications they produce. In contrast, the training of Ph.D. students, though one of the most important “outcomes” of the research process, has received little attention from either an academic or policy perspective. In this paper, we develop and deploy novel data to identify both academic and industry job placements of recent Ph.D. recipients. We use these placements to quantify the training performance of labs and relate it to their research performance. In addition, we address disparities in both research and training performance by gender. Our findings highlight the importance of evaluating training performance alongside research performance when assessing the success of labs and PIs.

JEL Classification: F16, I20, J20, O15

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