Room for everyone's talent
Towards a new balance in the recognition and rewards of academics

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@RecogRewards #RecognitionRewards
Our ambition

We aim for a healthy and inspiring environment for our academic staff. Where all talents are valued: Teaching, research, impact, patient care and good leadership in academia.
Not only in The Netherlands
But all over the world!
Your ambition

» Take 1 minute to think about the following question:

In Switzerland we aim for …

» Take 2 minutes to speak with your neighbor about your ambition for Switzerland

» Take 2 minutes to speak about your neighbor’s ambition for Switzerland
Your ambition

Reflection:

In Switzerland we aim for …
Outline

• **Why** do we need a change in recognition and rewards?
• **What** do we want to change?
• **What happened before** our position paper?
• **How** do we achieve this change?
• How do we stimulate **dialogue**?
• How can I **contribute**?
• **Conclusion**
Why do we need a change in recognition and rewards?
Why a change is needed

What we aim for

What we reward
OPEN SCIENCE
RECOGNITION AND REWARDS

PAST
Primary focus
Individual performance

RESEARCH
EDUCATION
LEADERSHIP
IMPACT

PROFESSIONAL PERFORMANCE

Output
Quantity
Closed
H-index & impact factors
\( \text{Funding received} \)

PUBLIC ENGAGEMENT
RECOGNITION AND REWARDS

OPEN ACCESS
FAIR DATA & SOFTWARE

FUTURE
Dynamic career paths

TECHNIQUES
EDUCATION
RESEARCH
IMPACT
LEADERSHIP
PROFESSIONAL PERFORMANCE (e.g. patient care)

Diversity

OUTCOME
Quality
Open narratives & meaningful metrics
Societal relevance

ORGANIZATION

OPEN SCIENCE PROGRAMME
What do we want to change?
What we want to change

1. **Diversifying** and vitalising career paths

2. Achieving **balance** between individuals and the collective

3. Focusing on **quality**

4. Stimulating **open science**

5. Stimulating **leadership** in academia
Diversifying and vitalising career paths

1. Enable **diversification and vitalisation of career paths**, thereby promoting excellence in each of the key areas (education, research, impact, leadership and patient care)
Balance between individual & team

2. A better balance between individual and team performance:

- Recognition of teamwork and team spirit
- Inspire cooperation between organizations, disciplines and within teams (Team Science)
More focus on quality of work

3. More focus on quality of work over quantitative results:

• Good scientific research increases scientific knowledge and makes a contribution to solving societal challenges
Stimulating Open Science

4. **Open Science becomes the norm** and stimulates interaction between scientists and society:

- Stimulating Open Science means recognizing and rewarding other aspects of research (in addition to publications), such as datasets or software, as important research outputs.
Stimulating leadership in academia

5. More emphasis on the value of high-quality leadership in academia to set the course in research and education, to achieve impact, and to ensure that teams of academics can do their work as well as possible.
What happened before publishing our position paper?
The Dutch context: converging agenda’s

- Ambitious **Open Science** Agenda
- **Science in Transition** movement
- Concerns over *work pressure* / pressure on system
- **Career tracks** with emphasis on teaching
Steps before start of R&R programme

- **Nov 2018**
  - Statement VSNU, NWO, NFU and ZonMw on Recognition and reward of academics

- **April 2019**
  - KNAW, NWO & ZonMw sign DORA (UNL already did)

- **May 2019**
  - ZonMW & NWO conference Scientist 2030: Evolution or Revolution

- **Nov 2019**
  - Position paper: Room for everyone’s Talent
  - VSNU - EUA Recognition & Rewards Conference

- **March 2020**
  - New Strategy Evaluation Protocol
Strategy Evaluation Protocol
2021-2027
VSNU KNAW NWO
Strategy Evaluation Protocol (SEP)

- Strategic goals of a research unit, Open Science, and Recognition & Rewards important basis for research evaluation protocol 2021-2027
- Key focus on goals and strategy rather than numerical evaluations
- This protocol is based on a quality assurance system incorporating strategic thinking and action
- 3 minute movie on SEP 2021-2027
How do we achieve this change?
Guiding principles

- Culture change is a **fundamental change of beliefs**; not just change in rules of the game
- Changing culture is difficult and **takes a long time**
- Broad dialogue in academia is needed: we listen to concerns, questions & dilemmas from academic community
- Sharing good practices and experimenting will initiate desired movement
- Balance: giving room for ideas (**diverging**) and bringing together good practices (**converging**)
- Importance of **good leadership in academia** to make change work
Our approach

• **18 Recognition & Rewards committees** from all 14 research universities, research institutes and funders

• Committees stimulate intended culture change at **institutional level**

• There is a great and **inspiring diversity of approaches**

• Inspiring, experimenting, co-creation, **sharing good practices** and mutual learning are central to the **joint programme**

• We stimulate this with regular (online) **meetings, Recognition & Rewards Festival** and we develop an **online community platform**
Change approach in 6 phases:

1. Researching & formulating a vision
2. Increasing power of imagination & experimenting
3. Active steps towards implementing vision within own organisation
4. Development of supporting products and criteria
5. New systems become embedded in daily actions, thoughts & considerations
6. Ensure that new behaviour becomes ingrained

Committees translate position paper to own context and organize dialogue.

Investigating and increasing confidence in new opportunities.

Adding meaning.

Specifying and developing.

Implementing.

Consolidating.
Bottom-up & Top-down

A broad dialogue in academia is important: Scientists should be able to discuss recognition & rewards and influence how they are assessed.

National steering group is responsible for monitoring cohesion and encouraging parties to be mutually consistent and show courage.
Institutions translate position paper to own organisation
Joint programme
Recognition & Rewards

We're sharing knowledge

How do we reward teams?
How do we assess quality?

We're building a platform
Room for everyone’s talent in practice

ROAD MAP: HOW WE ARE SHAPING A NEW SYSTEM OF RECOGNITION & REWARDS
How do we stimulate dialogue and respond to debate?
Stimulating dialogue key in our approach

• The Recognition & Rewards programme involves a paradigm shift

• That can only take place if we also change our daily conversations; if we truly change the way we talk about research, education, impact, patient care and leadership

• That will, first and foremost, require an inquisitive mindset and genuine curiosity about each other’s perspectives
Impact factor abandoned by Dutch university in hiring and promotion decisions

Faculty and staff members at Utrecht University will be evaluated by their commitment to open science.

Nieuwe Erkennen en waarderen schaadt Nederlandse wetenschap

Opinie | door gastauteurs

19 juli 2021 | Een groep van 171 wetenschappers, waaronder 142 hbo-leerkrachten en 29 levenswetenschappen dreigen door het nieuwe Erkennen en Waarderen in Nederlandse wetenschap schade te berokken, omdat niet meer duidelijk is waarop wetenschappers worden beoordeeld.

We moeten af van telzucht in de wetenschap

Opinie | door gastauteurs

19 juli 2021 | We moeten af van telzucht in de wetenschap. In een open brief van oudere wetenschappers over het nieuwe Erkennen en Waarderen zeggen ze dat er te veel circulatie maakt. "Daarom is de wetenschappelijke<br>gemeente ervan overtuigd dat er een betere manier is om kwaliteit te beoordelen. Nu er is een meer individueel en dynamisch systeem waarin we elkaar respecteren en waarin de waardering opgedragen wordt aan de wetenschapper."
Public debate with open letters

- In July 2021 a group of 171 scientists warned in an open letter that new Recognition & Rewards system will harm Dutch science
- They write that especially the medical, exact & life sciences are at risk of losing their top international position
- We appreciated academics expressing concerns; we don’t see this as resistance, but as information we can learn from
- We were happy to respond to the questions raised
- But preferably we would like to engage in a dialogue to work together to find a new balance in recognition & rewards
How do you assess quality?

Quantitative

Qualitative

To what extent do academics help solve social problems?

Is this the new Dolly the Sheep?

To what extent do academics conduct pioneering research in promising research areas?

How do you include the aspect of teamwork in assessments?

Potential Outputs:
- Open access publications
- Journal articles
- Posters
- Reports
- Artistic output

MIX evidence based

Assessment tools

Research data

Digital learning materials

Innovation

Software code

Coaching Leadership
How can I contribute?
Get involved!

• Start small

• Start the **dialogue** – with your peers next door and worldwide

• **Share** your **ideas, dilemmas** and **concerns**

• **Listen to concerns**, questions and dilemmas from your peers

• Start your own (small) **experiment** in modernizing career assessment

• **Share good practices** and experiments
Conclusion
Conclusion

- We need a **better balance** in how we **recognize and reward academics** to help us achieve excellent education, research, impact and leadership, as well as the highest level of patient care in our university hospitals.

- We cannot change academic career assessment on our own. We need to **work together** on a global level to change the recognition and rewards of academics.

So…….
Let’s move together!
Breakout groups
Insights & perspectives for Switzerland

Questions guiding the group discussions:

1. Suppose it is 2028 (or another date) and in Switzerland, we assess research differently than we used to in 2023. What has changed? What hasn’t? What can you observe?

2. What were the critical success factors? What or who was critical to making this change? What or who hindered it?

3. To get to our 2028 vision, what should we start/continue doing now, (a) collectively and/or (b) as individual institutions?
Thank you for your attention!

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Some interesting references

- Position paper ‘Room for everyone’s talent: towards a new balance in the recognition and rewards for academics’,
- E-Magazine Recognition & Rewards autumn 2022
- Strategy Evaluation Protocol (SEP) 2021 – 2027
- A recap of the Recognition & Rewards Festival (April 2023)
- A Toolkit for Dialogue
- Webinars on rewarding teaching (November 2020)
- Video Strategy Evaluation Protocol (SEP) 2021-2027
- ‘Three perspectives on Open Science in research assessment’ slide deck
- Youtube playlist Recognition & rewards
- Summary of Career Framework for University Teaching (Ruth Graham)
- Video’s showcasing five countries reforming university reward and recognition systems
- The Dutch Recognition & Rewards Programme in DORA Repository

Illustrations by Mark van Huystee, GREATGRAPHIC and Things to Make and Do Pictures by PhotoA
Recognising and rewarding teams

Team qualities

Teams as a concept
As a structure/organizational unit
As a way of working focused on the collective

A home base is important

Cooperation between employees
Non-academic
Academic
More space for recognition

Supporting role
Core team: your role is essential

Rewarding encouraging social behaviour
Do you work for each other?
How do I benefit from my team functioning well?

Who has genuine team-player qualities?
I'm enjoying my work

Enjoying your work as a key reward

How do you create the right working climate?

Where do you want to get to as a team?

Fluid

In a collective environment, individuals are capable of cooperation

Bridge to culture (change)

Team spirit

- Definition
- Composition
- Team roles
- Diversity
- Assessment
Inspirational questions CoARA Action Plan

- Reflect on your own strategy and change approach. What values form your premises? What guiding principles do you apply? How do you (together with your community) arrive at a (supported) action plan with defined milestones?

- Make clear which process the institution expects to go through in reviewing, developing and evaluating criteria, tools and processes that fulfil the core Commitments.

- Involve the institution's own community in the change process. How will you involve researchers? How will you share good practices (internally and with others)?

- Set up a programme organisation. How do you organise support? How to make capacity available (in hours and euros)? What is the role of leadership in the change process? So what do you need from your Board?

- Reflect on the contact/consultation moments with various internal stakeholders. Who needs to meet with whom to discuss a particular aspect and how will you organise that meeting? What is discussed in which consultation with what outcome in mind?