



Impact of Science

22-24 June, Leiden

Parallel Session (C.131)

Science Policy, Recognition & Rewards



Impact of Science

22-24 June, Leiden

Yuko Harayama

*Former Executive Director of International Affairs at RIKEN,
Japan*



Impact of Science

22-24 June, Leiden

Kim Huijpen

*Programme Manager of Recognition & Rewards,
Universities of the Netherlands*

Making room for everyone's talent

Towards a new balance in the recognition and rewards of academics

*Kim Huijpen, Programme Manager
Recognition & Rewards*

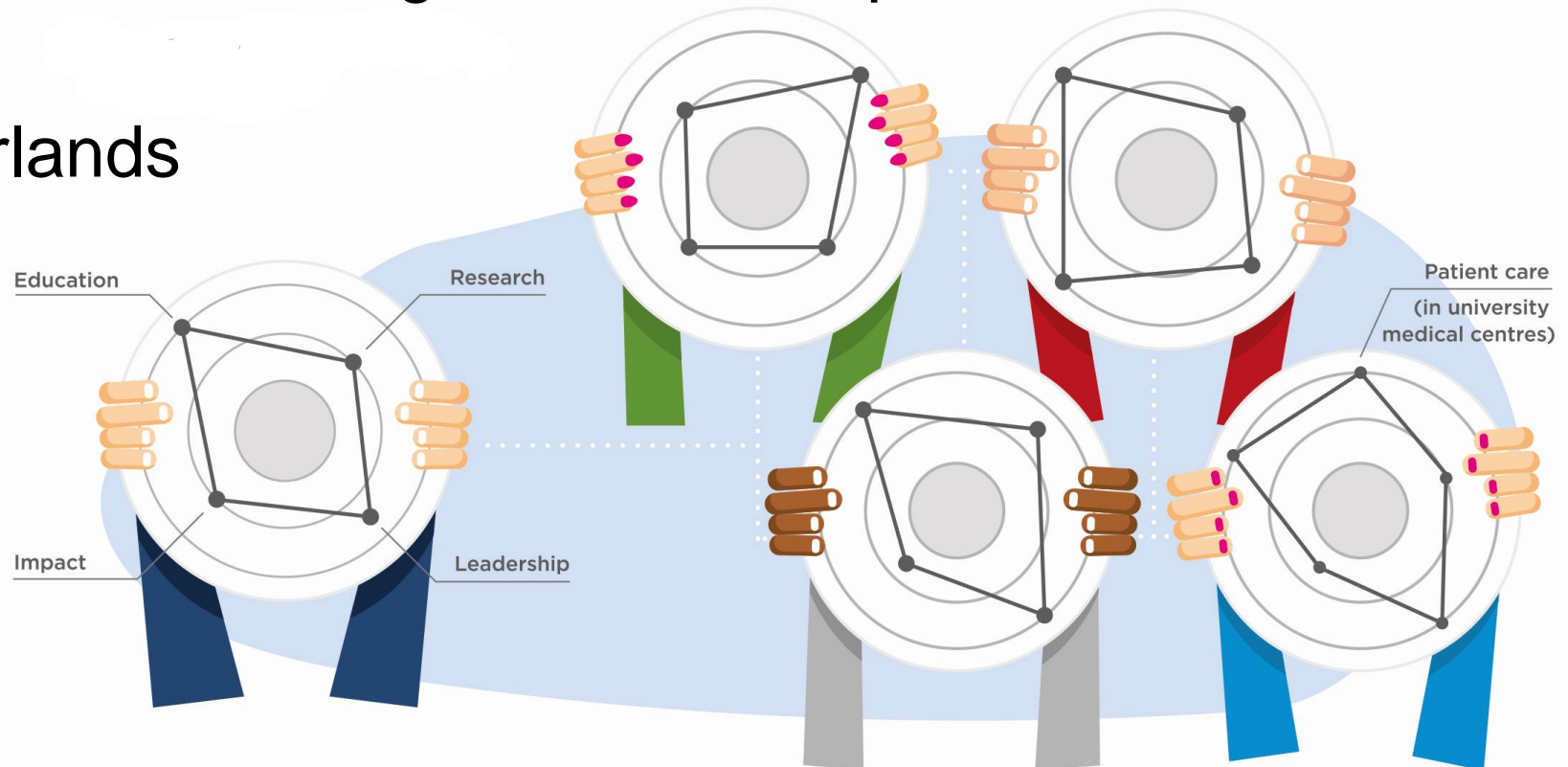


 [@RecogRewards](#) [#RecognitionRewards](#)

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!



Outline

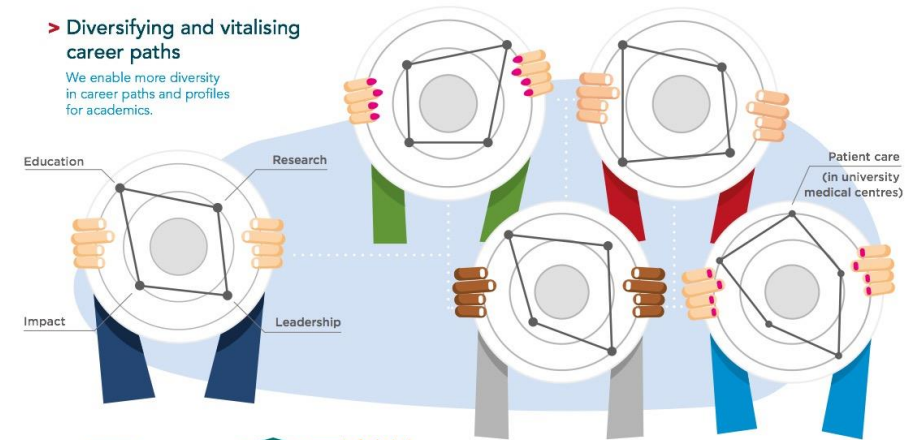
- **Why** do we need a change in recognition and rewards?
- **What** do we want to change?
- **How** do we achieve this change?
- How can I **contribute**?
- **Conclusion**

Room for everyone's talent

towards a new balance in recognising and rewarding academics

> Diversifying and vitalising career paths

We enable more diversity in career paths and profiles for academics.



> Achieving balance between individuals and the collective

We assess academics based on both their individual and their team performance.



> Focusing on quality

In our assessments of academic performance, we increasingly focus on quality, content and creativity.

> Stimulating open science

We encourage academics to share their research outcomes with society.



> Stimulating academic leadership

We stimulate good academic leadership at all levels.



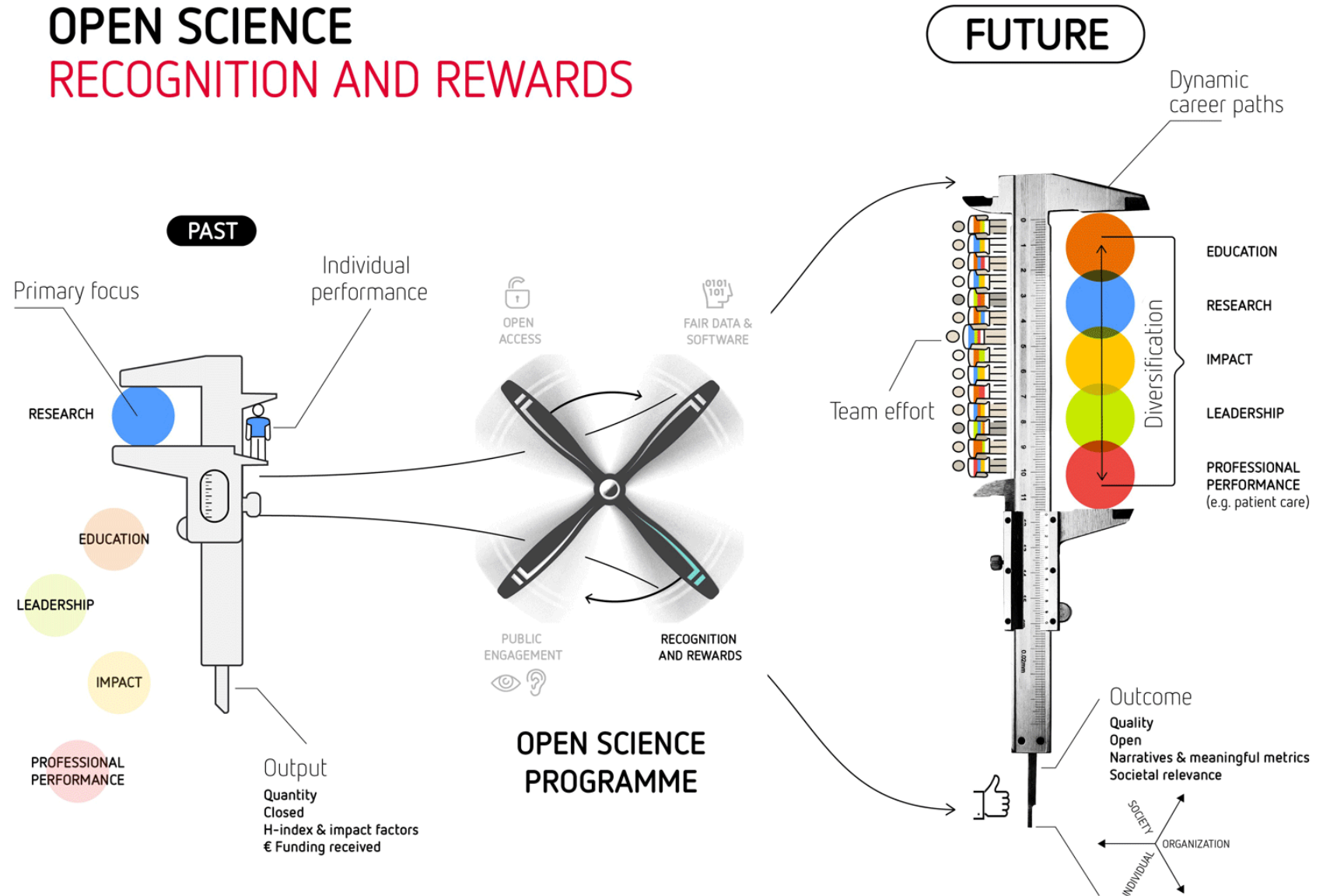
Why do we need a change in recognition and rewards?



Why a change is needed



OPEN SCIENCE RECOGNITION AND REWARDS



What do we want to change?

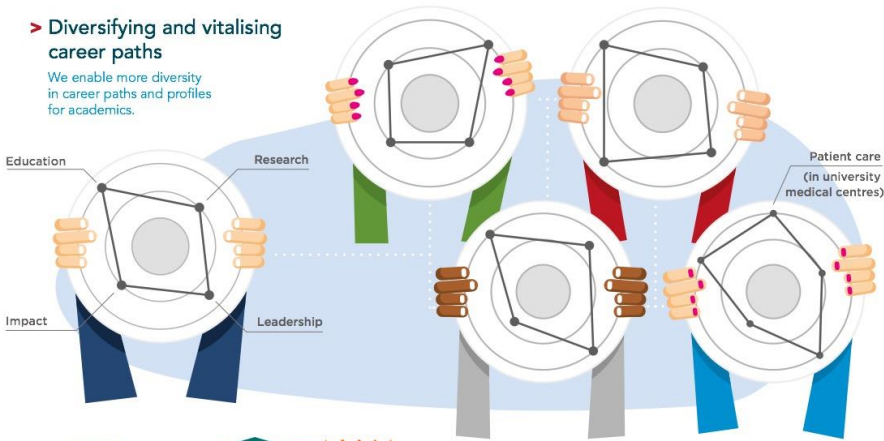


Room for everyone's talent

towards a new balance in recognising and rewarding academics

> Diversifying and vitalising career paths

We enable more diversity in career paths and profiles for academics.



> Achieving balance between individuals and the collective

We assess academics based on both their individual and their team performance.



> Focusing on quality

In our assessments of academic performance, we increasingly focus on quality, content and creativity.

> Stimulating open science

We encourage academics to share their research outcomes with society.



> Stimulating academic leadership

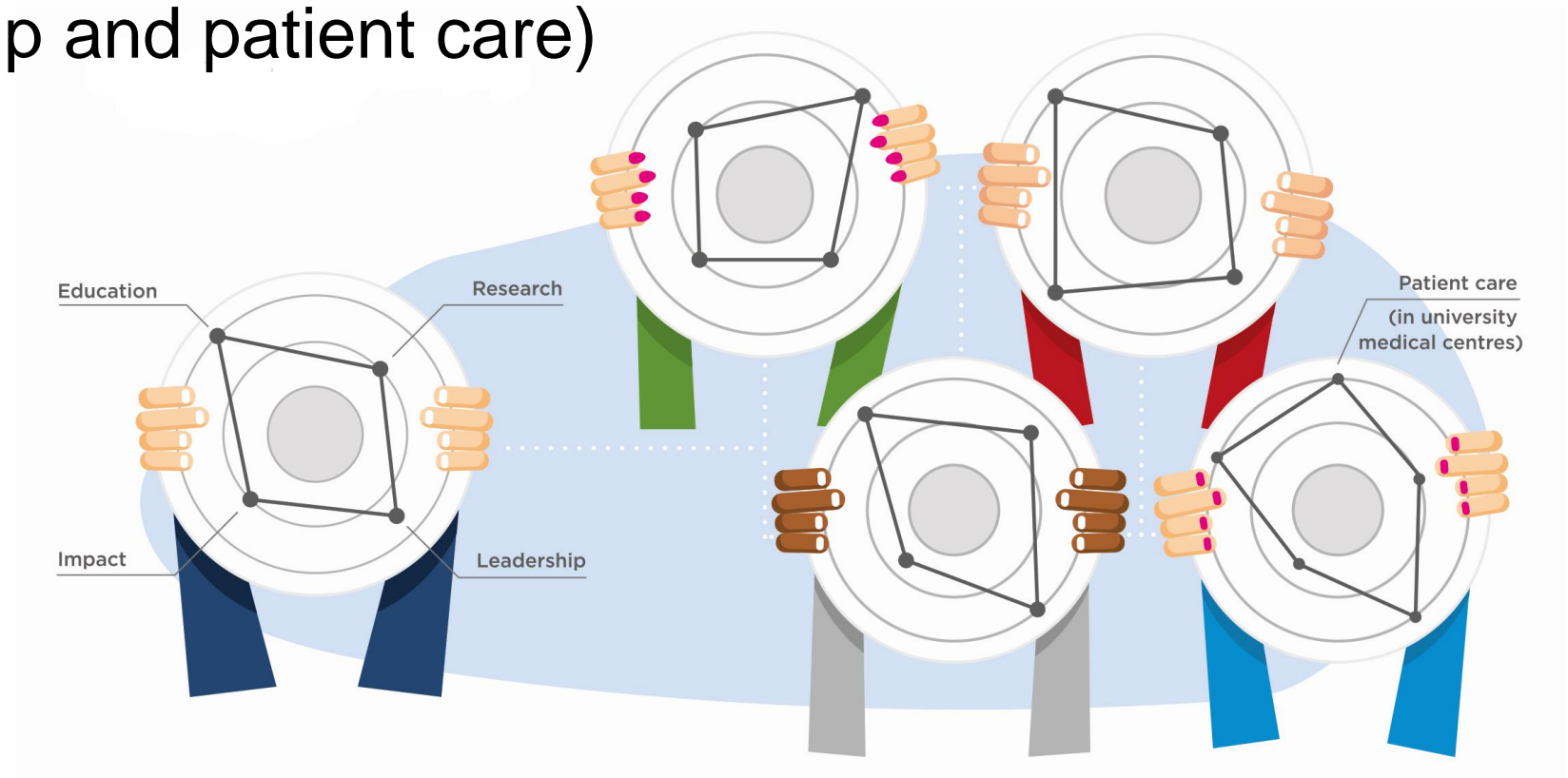
We stimulate good academic leadership at all levels.

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



How do we achieve this change?



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**

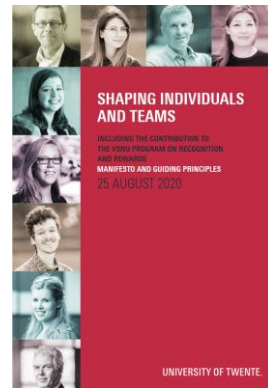
Institutions
translate
position
paper to own
organisation

Room for everyone's talent at Maastricht University

UM vision on Recognition & Rewards



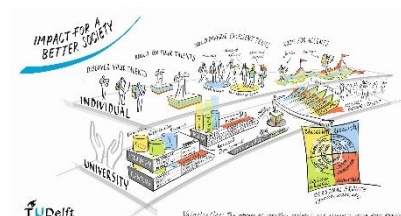
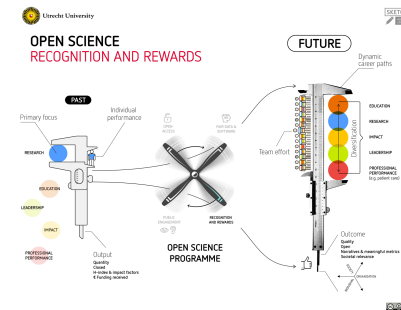
Room for Everyone's Talent: The Tilburg University Ambition



SHAPING INDIVIDUALS
AND TEAMS
INCLUDING THE CONTRIBUTION TO
THE YOUNG PROGRAM ON RECOGNITION
AND REWARDS
MANIFESTO AND GUIDING PRINCIPLES
25 AUGUST 2020

Academia in Motion: Recognition & Rewards at Leiden University

- 1 Academia in Motion: Recognition & Rewards at Leiden University
- 2 Leiden University: Diversity in unity
- 3 Recognition & Rewards: Why is a change in this necessary?
- 4 Our ambitions
- 5 Dilemmas
- 6 How are we going to do it?
- 7 Members steering group Plan of approach



Impact through
Recognition
& Rewards
EUR Framework



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



Guiding principles



Culture change is a **fundamental change of beliefs**; not just change in rules of the game



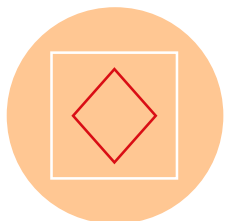
Changing culture is difficult and **takes a long time**



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

Good practice:

‘Impact through Recognition & Rewards’

Erasmus University Rotterdam



CREATING POSITIVE SOCIAL IMPACT

THE ERASMIAN WAY

Erasmus University Rotterdam

The Erasmus University logo, featuring the word "Erasmus" in a white, cursive script font.

Impact through Recognition & Rewards

Impact

Erasmus University aims to become an even more appealing place to work for both current and prospective academic staff, with the goal of bringing out the best in everyone!

through Recognition & Rewards

EUR Framework

Essential prerequisites for the required cultural change



"Our mission is to make a positive impact on societal challenges"

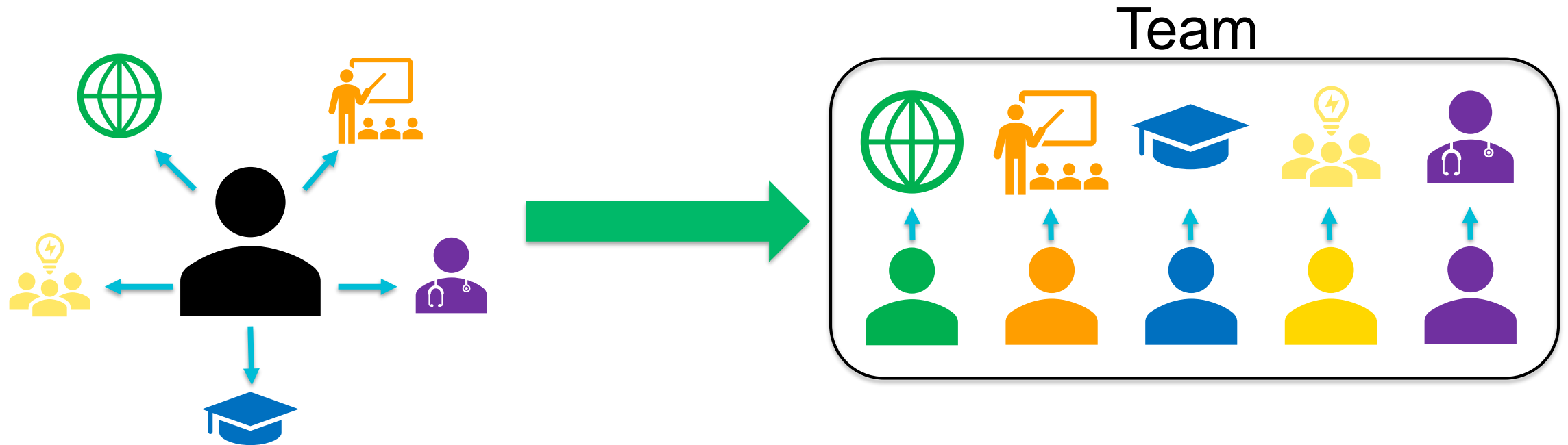


EUR Strategy 2024



- The EUR framework focuses strongly on:
- Making a positive impact on society
 - Creating differentiated career paths & move towards team science
 - Promoting leadership in academia

Differentiated career paths & team science



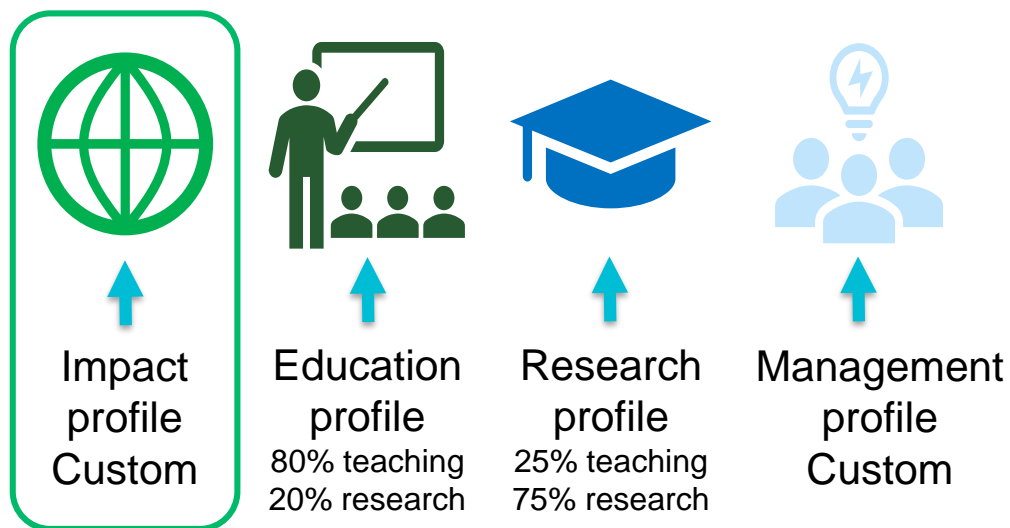
Creating differentiated career paths:

- With a focus/accent on research, education, impact, leadership/management, patientcare
 - Always including a research and education component
- To be available for assistant-, associate- and full professors
 - After a 'fixed' period in a standard/classic profile (60% teaching, 40% research)
- Not at the expense of research and teaching excellence!

Inter-faculty differences

Erasmus School of Social and Behavioral Science

Rotterdam School of Management



RSM Faculty Qualifications Grid		Activities		
		Engagement	Innovation & Impact	Leadership
Audiences	Academic (Other scholars, the Literature, the Profession)	1: Academic Engagement	2: Academic Innovation & Impact	3: Academic Leadership
	Pedagogical (Learners, Other Teachers)	4: Pedagogical Engagement	5: Pedagogical Innovation & Impact	6: Pedagogical Leadership
	Practice (Practitioners, Industry & community)	7: Practice Engagement	8: Practice Innovation & Impact	9: Practice Leadership

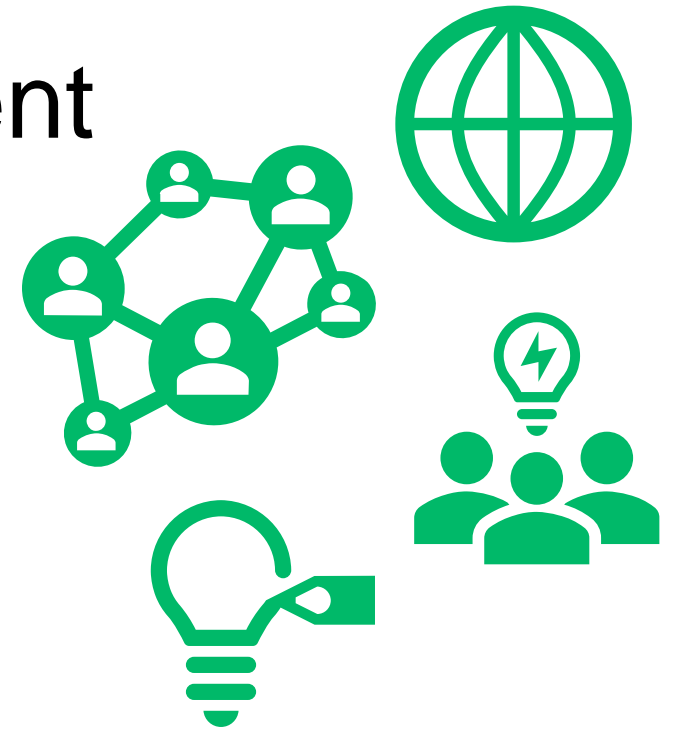
Career path on Impact - principles

- Development of Impact focus profile
 - Interviews with assistant- and associate professors
 - Impact highly integrated with research and education
 - Impact as a multi-interpretable concept
 - Field depended
 - Importance of different impact pathways with focus on (long-term) collaborations with public and private partners
 - Part of a broader cultural change
 - Importance of right environment including professional support, training, funding



Career path on Impact - assessment

- Activities:
 - Collaboration with societal partners
 - Knowledge translation from and to society
 - Impact & educational activities
 - Public engagement
 - Impact leadership
- Professional skills
- Professional attitude
- Achievements
 - Self-assessment
 - Stakeholder assessment
 - Proxies for impact



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!



Thank you for your attention!

**More information: Kim Huijpen, Programme Manager
huijpen@unl.nl**

recognitionrewards.nl



@RecogRewards



@KimHuijpen



www.linkedin.com/company/recognition-rewards/

Some interesting references

- [Position paper 'Room for everyone's talent: towards a new balance in the recognition and rewards for academics'](#),
- [Strategy Evaluation Protocol \(SEP\) 2021 – 2027](#)
- [A recap of the Recognition & Rewards Festival](#) (February 2022)
- [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](#)

Recommendation

Science Policy, Recognition & Rewards for Increasing Impact

“Broadening the space of recognition and the reward system through dialogue amongst different stakeholders, combining top down and bottom up in an inclusive way.”