

Developments related to Recognition & Rewards at the (inter)national level

What is the significance for the RINN community?

Kim Huijpen,
Programme Manager Recognition & Rewards

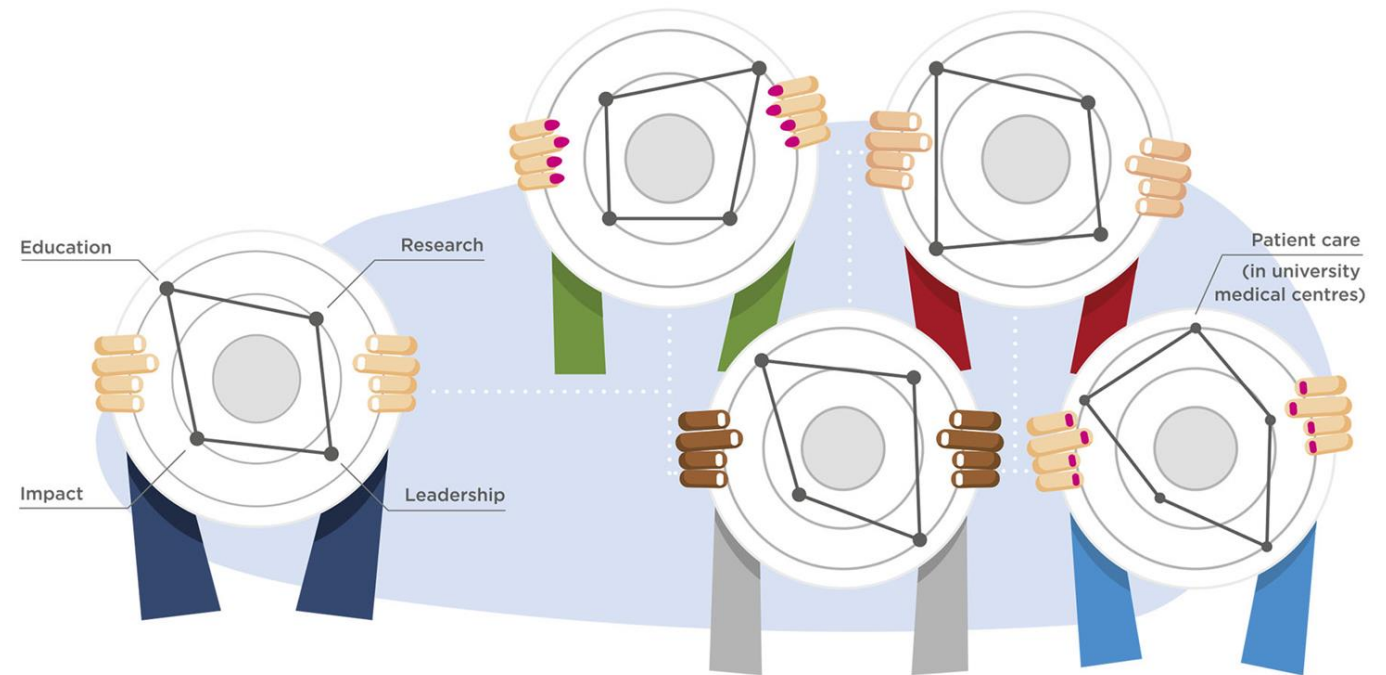


@RecogRewards #recogrewards

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?
- What do we aim to achieve in the years ahead?
- What are relevant developments related to Recognition & Rewards at the international level?
- How can I contribute?
- Conclusion





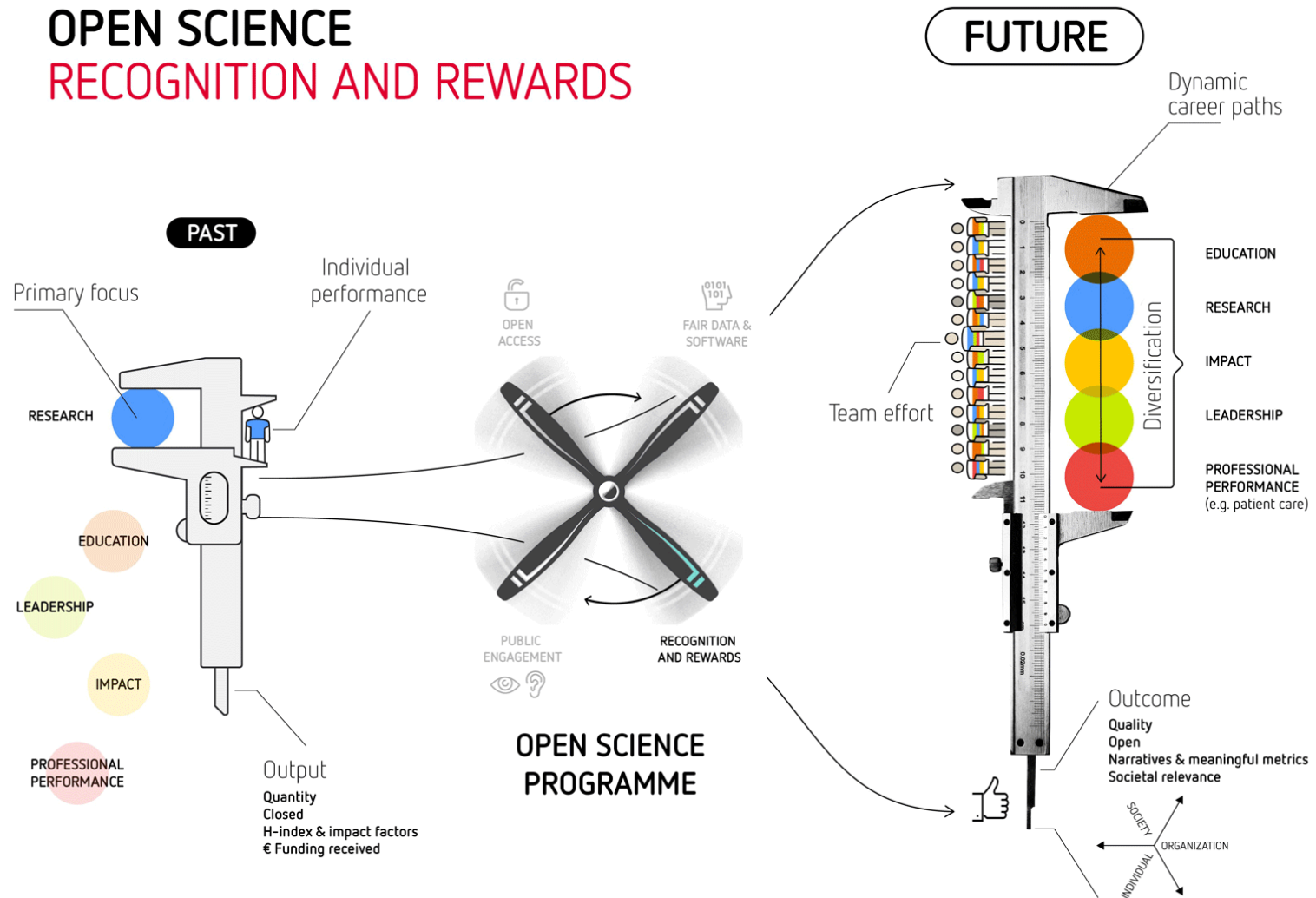
Why do we need a change in
recognition and rewards?

Why a change is needed





OPEN SCIENCE RECOGNITION AND REWARDS



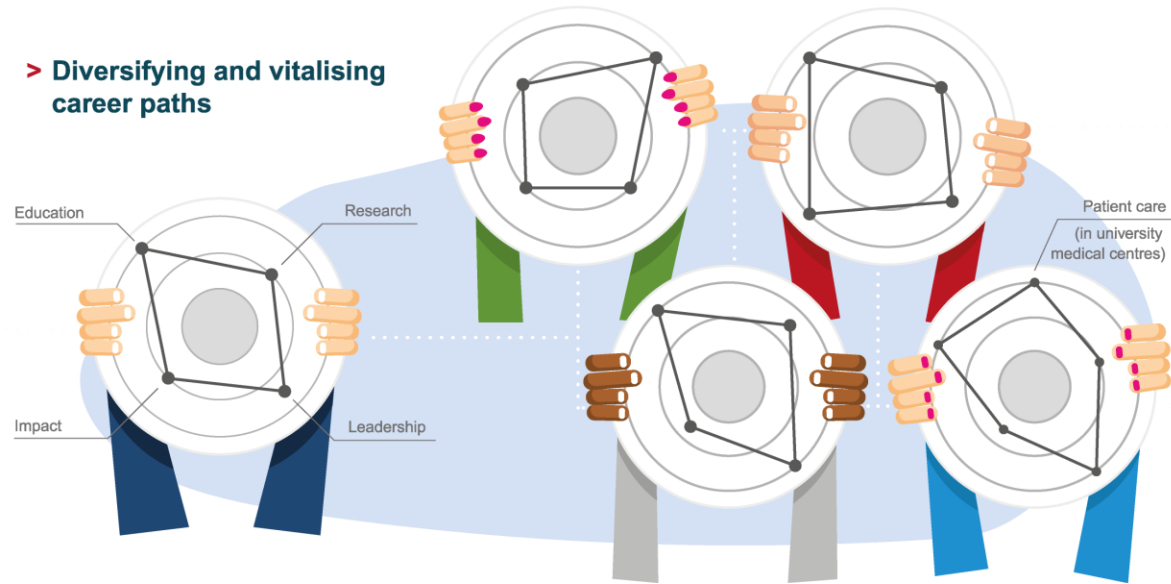


What do we want to change?

Room for everyone's talent

towards a new balance in recognising and rewarding academics

> Diversifying and vitalising career paths



> Achieving balance between individuals and the collective




> Focusing on quality



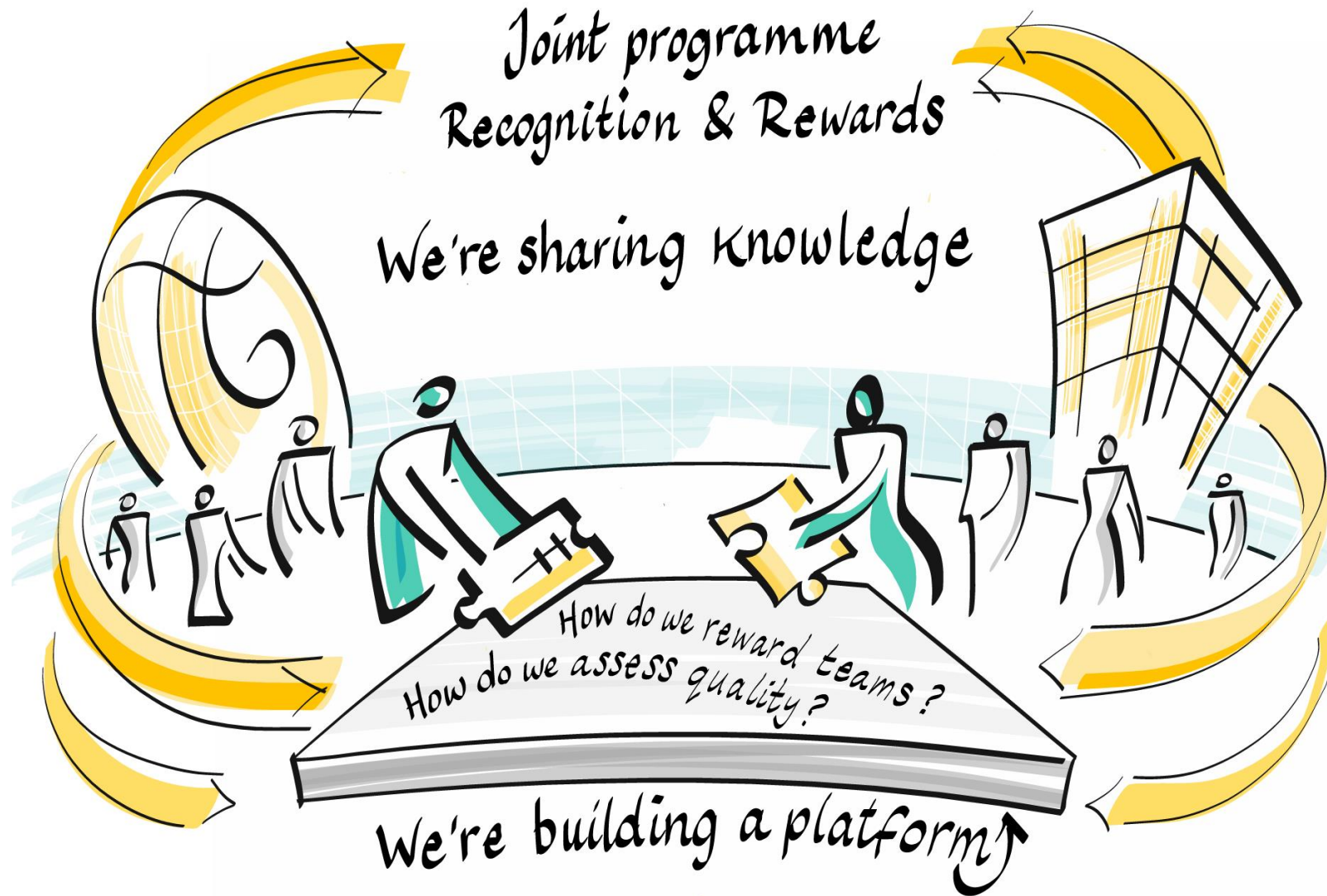
> Stimulating academic leadership



> Stimulating open science



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

CO-CHAIRS



Universities of
The Netherlands



RECOGNITION & REWARDS STEERING GROUP



Universities of
The Netherlands



PROGRAMME TEAM



TU/e
EINDHOVEN
UNIVERSITY OF
TECHNOLOGY



Erasmus
University
Rotterdam



UNIVERSITY OF
TWENTE.

TU Delft



KNAW



ZonMw

Theologische Universiteit Apeldoorn



UvH
UNIVERSITEIT
VOOR
HUMANISTIEK

RECOGNITION & REWARDS COMMITTEES

RECOGNITION & REWARDS

Bottom-up & top-down

NATIONAL STEERING GROUP

Responsible for monitoring cohesion and encouraging parties to be mutually consistent and show courage



A BROAD DIALOGUE IN ACADEMIA IS IMPORTANT

Scientists should be able to discuss recognition & rewards and influence how they are assessed



Change approach in 6 phases

1

Researching and formulating a vision

Committees translate position paper to own context and organize dialogue

2

Increasing power of imagination and experimenting

Investigating and increasing confidence in new opportunities

3

Adding meaning

Active steps towards implementing vision within own organisation

4

Specifying and developing

Development of supporting products and criteria

5

Implementing

New systems become embedded in daily actions, thoughts & considerations

6

Consolidating

Ensure that new behaviour becomes ingrained

What do we aim to achieve in the years ahead?

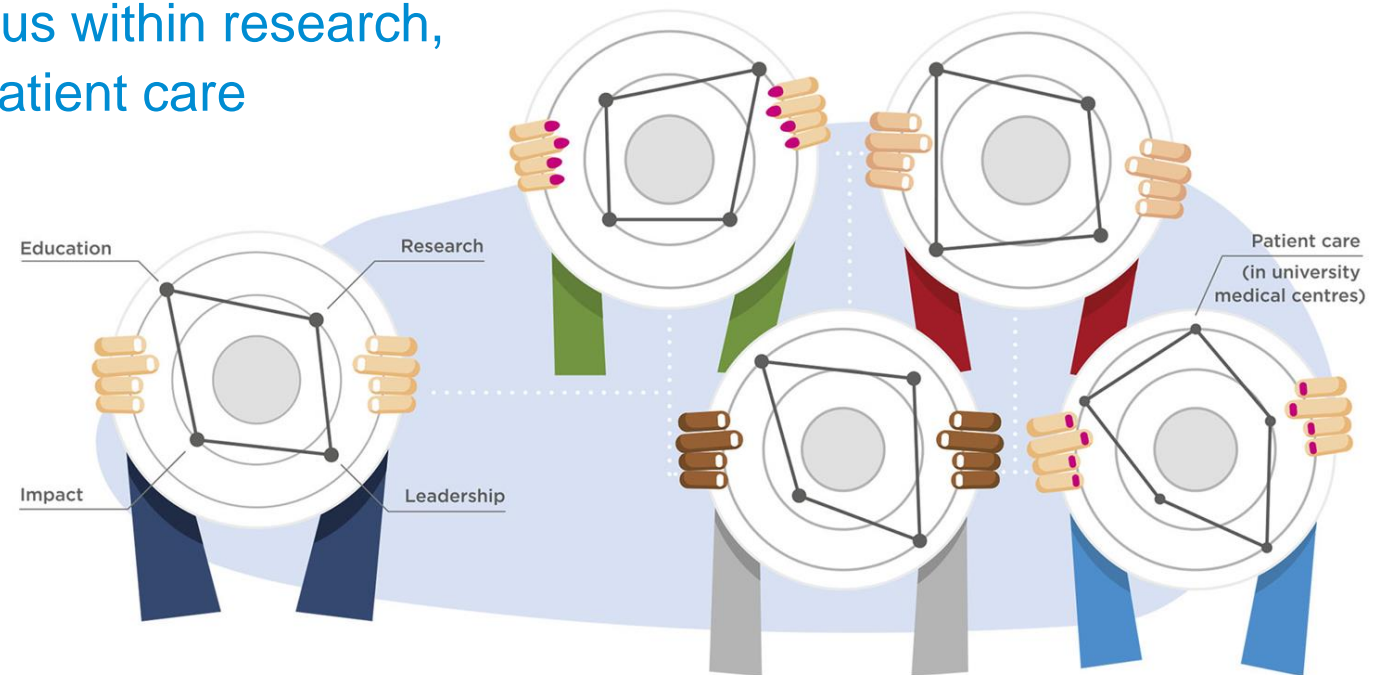
Room for everyone's talent in practice

Road map: How we are shaping a new system of Recognition & Rewards



1. Diversifying and vitalising career paths

- Universities, umcs and research institutes will create career and development paths for associate professor, assistant professor and professor by 2023
- There will be profiles or areas of focus within research, education, impact, leadership and patient care



2. Balance between individual and team

- Departments and other organizational units translate strategy into a personnel plan, e.g. in Strategic Personnel Planning (SPP)
- Each individual makes an active contribution to department, faculty and institution based on unique strengths and expertise (academic citizenship)
- From 2024, annual appraisals take this contribution into account and same applies to meaning of collective for employee



3. More focus on quality of work

- Translate *Agreement on Reforming Research Assessment* in 2023 to own context
- In 2024, we specify which quality features will be used in education, research, leadership, impact and patient care in recruitment, development, appointment and promotion
- We actively involve appointment advisory committees in changes
- We make greater use of evidence-based CVs and assessment portfolios when appointing and promoting academic staff



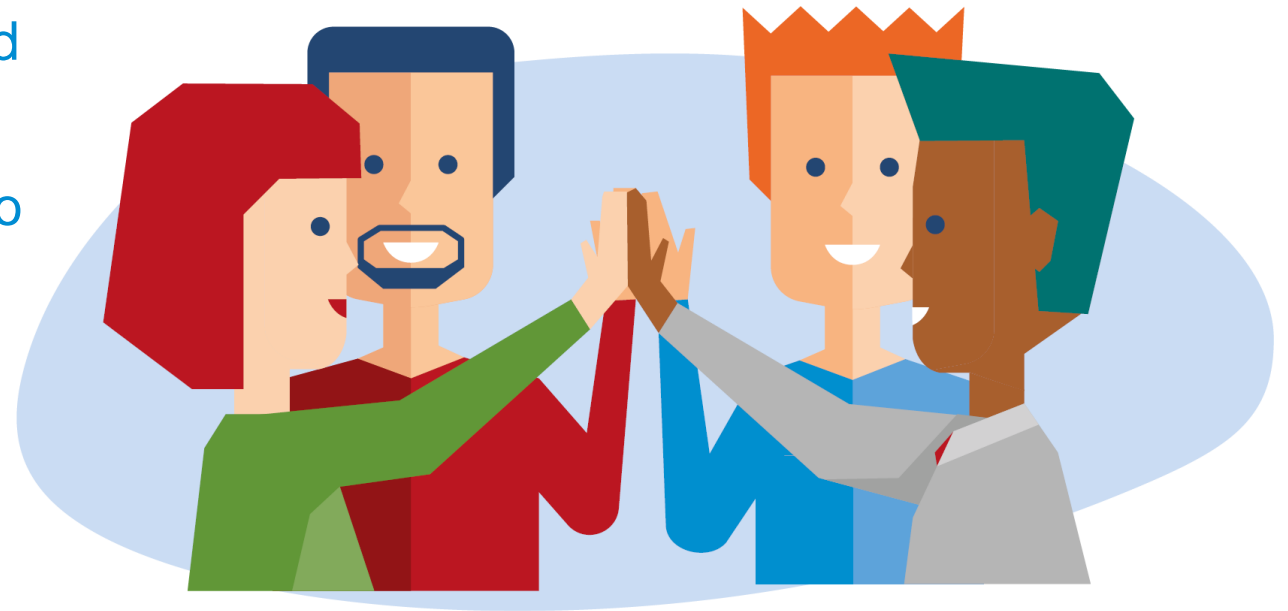
4. Stimulating open science

- By 2024, we will clarify how we include Open Science and Open Education activities will be considered and/or prioritised as a topic of discussion in the development, assessment, appointment and promotion of staff
- Employee efforts in this area will be part of annual appraisal



5. Stimulating leadership in academia

- We will ensure that there is a focus on good leadership at all job levels
- In 2024, we will clarify what good leadership means and how leadership plays a role in recruitment, selection, and development
- In 2024, we show how leadership fits into annual appraisals
- In addition, we develop leadership training programmes



What are relevant developments related to Recognition & Rewards at the international level?

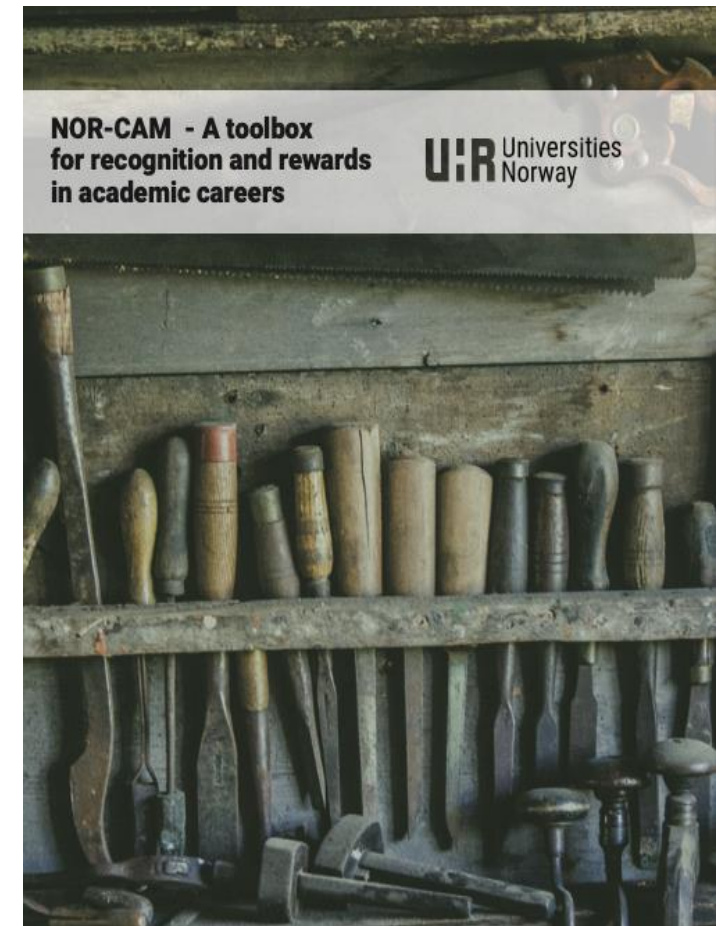
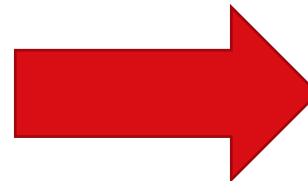
The Norwegian approach

Started as an initiative to map the consequences of open science to the way we assess research

Open Science Career Assessment Matrix (OS-CAM):

Figure 1. Open Science Career Assessment Matrix (OS-CAM) representing the range of evaluation criteria for assessing Open Science activities

Open Science Career Assessment Matrix (OS-CAM)	
Open Science activities	Possible evaluation criteria
RESEARCH OUTPUT	
Research activity	Pushing forward the boundaries of open science as a research topic
Publications	Publishing in open access journals Self-archiving in open access repositories
Datasets and research results	Using the FAIR data principles Adopting quality standards in open data management and open datasets Making use of open data from other researchers
Open source	Using open source software and other open tools Developing new software and tools that are open to other users
Funding	Securing funding for open science activities
RESEARCH PROCESS	
Stakeholder engagement / citizen science	Actively engaging society and research users in the research process Sharing provisional research results with stakeholders through open platforms (e.g. Arxiv, Figshare) Involving stakeholders in peer review processes
Collaboration and Interdisciplinarity	Widening participation in research through open collaborative projects Engaging in team science through diverse cross-disciplinary teams
Research integrity	Being aware of the ethical and legal issues relating to data sharing, confidentiality, attribution and environmental impact of open science activities Fully recognizing the contribution of others in research projects, including collaborators, co-authors, citizens, open data providers Taking account of the risks involved in open science
Risk management	
SERVICE AND LEADERSHIP	
Leadership	Developing a vision and strategy on how to integrate OS practices in the normal practice of doing research Driving policy and practice in open science
Supervision	Supporting early stage researchers to adopt an open science approach
PROFESSIONAL EXPERIENCE	
Continuing professional development	Investing in own professional development to build open science capabilities
Project management	Successfully delivering open science projects involving diverse research teams
Personal qualities	Demonstrating the personal qualities to engage society and research users with open science Showing the flexibility and perseverance to respond to the challenges of conducting open science



The report: <https://www.uhr.no/en/front-page-carousel/nor-cam-a-toolbox-for-recognition-and-rewards-in-academic-careers.5780.aspx>

NOR-CAM - Norwegian Career Assessment Matrix

Six areas of competence:

1. Research output
2. Research process
3. Pedagogical competence
4. Impact and innovation
5. Leadership
6. Other experiences

Three Columns:

1. Examples of **results and competencies** to be assessed
2. Ways of **documenting** the respective results and competences
3. Expectation to **reflect** on how results, achievements and competencies match with the relevant position/call /project

1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
A. Research output	<ul style="list-style-type: none"> -Published works -Datasets -Software -Methodologies -Artistic results -Research reports 	CRIS systems (e.g. Cristin) and other databases	Reflection on the relevance and quality of the results. Emphasis is placed on open access to published works and other results, as well as whether the data adhere to the FAIR principles.
B. Research process	<ul style="list-style-type: none"> - Leadership and participation in research groups -Working across disciplines - Research integrity/RRR - Editorial activity - Peer reviews - Building consortia - External funding - Development of research infrastructure -Leadership and participation in clinical trials 	CRIS systems and other databases. Narrative CV system with links to source data.	Reflection on roles and relevance. How and why various actors within and outside academia have been involved in the research process. Emphasis is placed on transparency in the research process.
C. Pedagogical competence	<ul style="list-style-type: none"> - Planning, execution, evaluation and development of lectures and supervision of students - Participation in the development of educational standards in academic communities - Mentoring - Devising and sharing learning materials 	CV system with links to source data. Institutional registration of lecturing activity. Pedagogical portfolio.	Reflection on formal and informal competence and experience. Emphasis is placed on open education and the sharing of educational resources.

1. Area of competence	2. Results and competencies (examples)	3. Documentation	4. Reflection
D. Impact and innovation	<ul style="list-style-type: none"> -Innovation -Entrepreneurship and commercialisation -Social Innovation -Innovation in the public sector -Citizen science -Textbooks -Publishing activity -Research reports and studies -Application of research in public administration and industry 	CRIS systems and other databases. Altmetrics. Narratives and impact stories. Patents and licences.	Reflection on the relevance and effects of activities for society, as well as external contributions to research. Sharing of research and educational results with the general public and others.
E. Leadership	<ul style="list-style-type: none"> -Institutional and departmental leadership -Leadership in academic networks and projects -Leadership outside academia -Leadership in panels and other committee work 	CV system with links to source data, CRIS systems and other databases, narratives.	Formal and informal leadership, reflection on roles, processes and effects. Contribution to strategies and policy development in relation to open science.
F. Other experience	<ul style="list-style-type: none"> -Experience and competence from sectors outside academia. -Courses and discipline-related development work. 	CV system with links to source data.	Reflection on how these experiences contribute to the competence in general.

The Finnish approach

- Initiated by The Federation of Finnish Learned Societies in collaboration with RPOs, RFOs and Unions
- Report from 2020: *Good Practice in Researcher Evaluation - Recommendation for the responsible evaluation of a Researcher in Finland*
- The report is a guide for a responsible assessment process



Good practice: 4 areas and 13 recommendations

Building the evaluation process

1. Objectives and criteria of the evaluation
2. Evidence used in the evaluation
3. Selection of evaluators and evaluation guidelines
4. Ensuring equality

Evaluation of research

5. Evaluation of scientific quality
6. Open access to research
7. Research ethics

Diversity of activities

8. Researcher as teacher and supervisor
9. Societal impact and interaction
10. Activity in research and other communities
11. Considering the characteristics of research fields

Researcher's role in the evaluation process

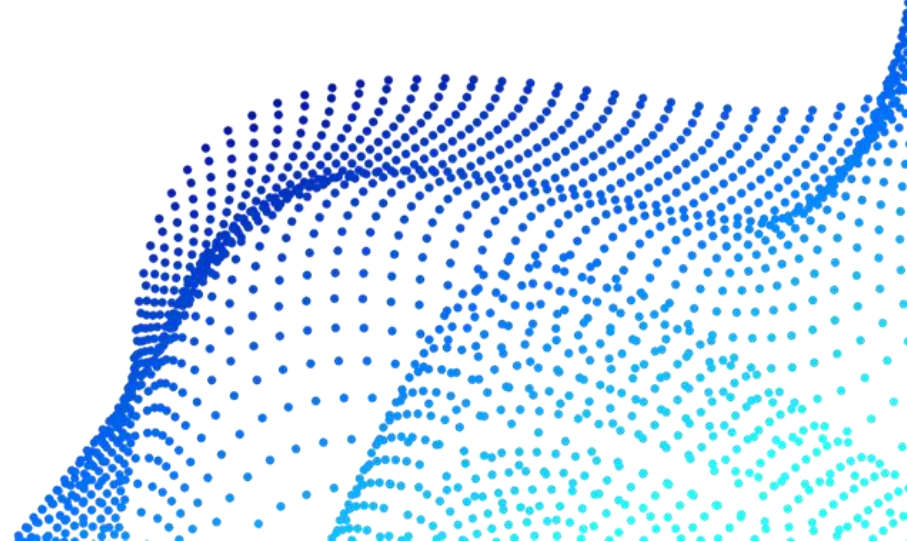
12. Researcher self-evaluation
13. Benefits of evaluation for researcher





CoARA

**COALITION FOR ADVANCING RESEARCH
ASSESSMENT**



AGREEMENT ON REFORMING RESEARCH ASSESSMENT



<https://coara.eu/agreement/>



4 CORE COMMITMENTS (WHAT)



1. **Recognise the diversity of contributions** to, and careers in, research, in accordance with the needs and the nature of the research.
2. **Base research assessment primarily on qualitative evaluation for which peer-review is central**, supported by responsible use of quantitative indicators.
3. **Abandon the inappropriate uses in research assessment of journal- and publication-based metrics**, in particular the inappropriate uses of journal impact factor (JIF) and *h*-index.
4. **Avoid the use of rankings of research organisations** in research assessment.

6 SUPPORTING COMMITMENTS (HOW)

5. **Commit resources** to reforming research assessment as is needed to achieve the organisational changes committed to.
6. **Review and develop** research assessment criteria, tools and processes.
7. **Raise awareness** of research assessment reform and provide transparent communication, guidance, and training on assessment criteria and processes as well as their use.
8. **Exchange** practices and experiences **to enable mutual learning** within and beyond the Coalition.
9. **Communicate progress** made on adherence to the Principles and implementation of the Commitments.
10. **Evaluate** practices, criteria and tools **based on solid evidence** and the state-of-the-art in research on research, and **make data openly available** for evidence gathering and research.



TIMEFRAME

Agreement includes touch-base points in years 1 and 5 after signature to communicate progress, based on **self-assessment**.

- **By year 1** signatories share how their organisation **has started the process of reviewing or developing criteria, tools and processes**.
- **By year 5** signatories have regularly **demonstrated progress towards reviewing, developing and evaluating criteria, tools and processes** that fulfil the core commitments.



The Agreement is **only the starting point!**

Changes to be developed and implemented by the Coalition.

WHO CAN SIGN THE AGREEMENT?



The Agreement is open for signature to **organisations from across the world**:

- Universities, and their associations;
- Research centres, research infrastructures, and their associations;
- Academies, learned societies, and their associations, and associations of researchers;
- Public or private research funding organisations and their associations;
- National/regional authorities or agencies that implement some form of research assessment and their associations;
- Other relevant non-for-profit organisations involved with research assessment, and associations.

Organisations without legal personality can also sign and join the Coalition.

COALITION FOR ADVANCING RESEARCH ASSESSMENT (CoARA)



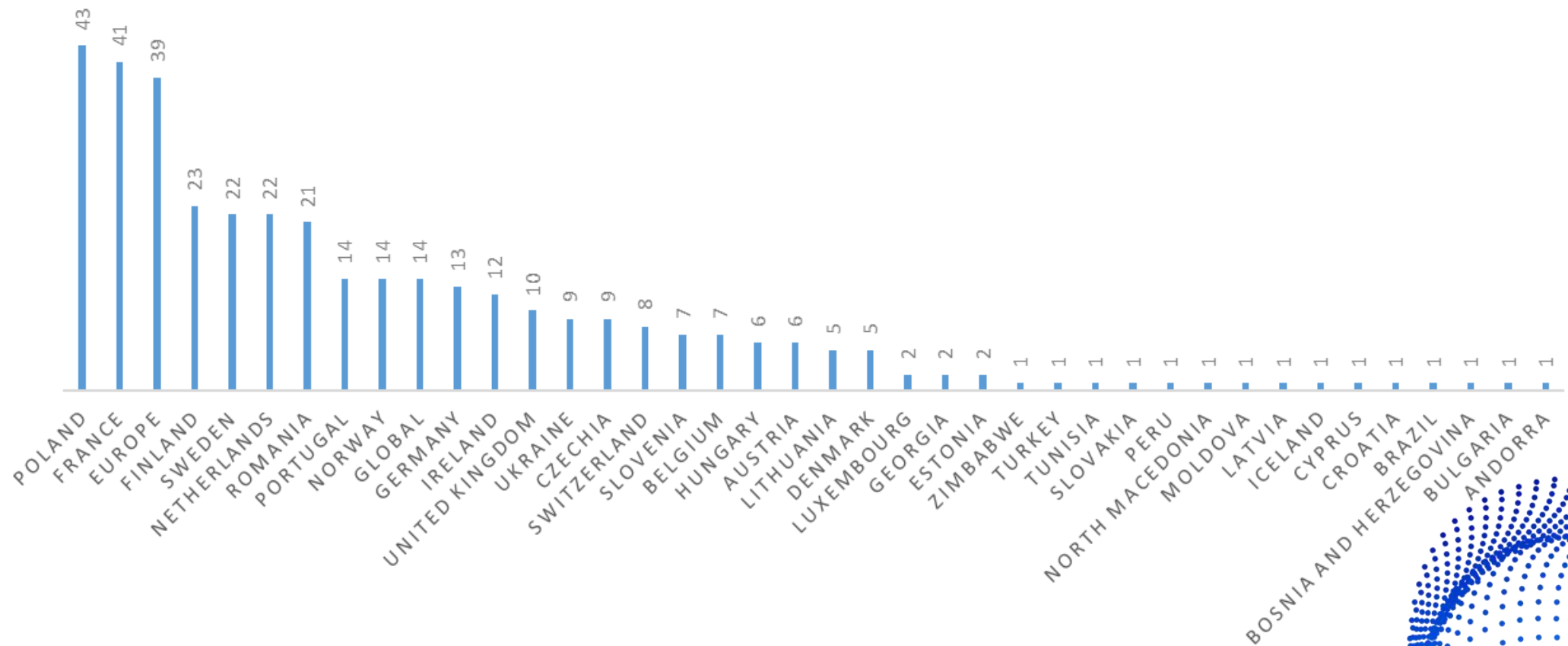
<https://coara.eu/coalition>

THE COALITION IN A NUTSHELL



- **The Coalition offers a space for its members to learn from others' experiences**, to advance the process of research assessment reform in Europe and beyond.
- **Signatory organisations**, having subscribed to the Overarching Principles and Code of Conduct, are invited to become members of the Coalition.
- The **Constitutive Assembly**, the first meeting of the General Assembly of members of the Coalition, took place on 1 December 2022.
- Coalition members are invited to be involved in **Working Groups** and other Coalition activities.
 - First call for Working Groups launched on March 28, 2023

CoARA MEMBERSHIP BY COUNTRY



Tot: 481
(29 May 23)

WORKING GROUPS

- Members are to be invited to submit and/or participate in thematic Working Groups.
- Working Groups aim to **exchange** knowledge, **learn** mutually, **discuss and develop** outputs to advance research assessment and **help** implement members' commitments.
- They operate as '**communities of practice**', providing mutual learning and collaboration. Working Groups are identified and proposed **bottom-up** by members
 - Three types: **Interest**, **Discipline**, and **Institution** Communities.
- The procedures and criteria for working groups are developed by the Steering Board.
- **First call for WG Launched in March 2023**, announcement to be sent to Coalition members.
 - Initially 8-10 Working Groups to be launched.

Expressions of Interest by April 27
Full proposals by June 06

STEERING BOARD



**Prof. Rianne
Letschert**
NL, Chair



**Dr. Elizabeth
Gadd**
UK, Vice-Chair



**Dr. Karen
Stroobants**
BE, Vice-Chair



**Dr. Lidia Borrell
Damián**
BE



**Prof. Paul
Boyle**
UK



**Dr. Yensi
Bueso**
IE



**Prof. Matthias
Koenig**
DE



**Dr. Eva
Méndez**
ES



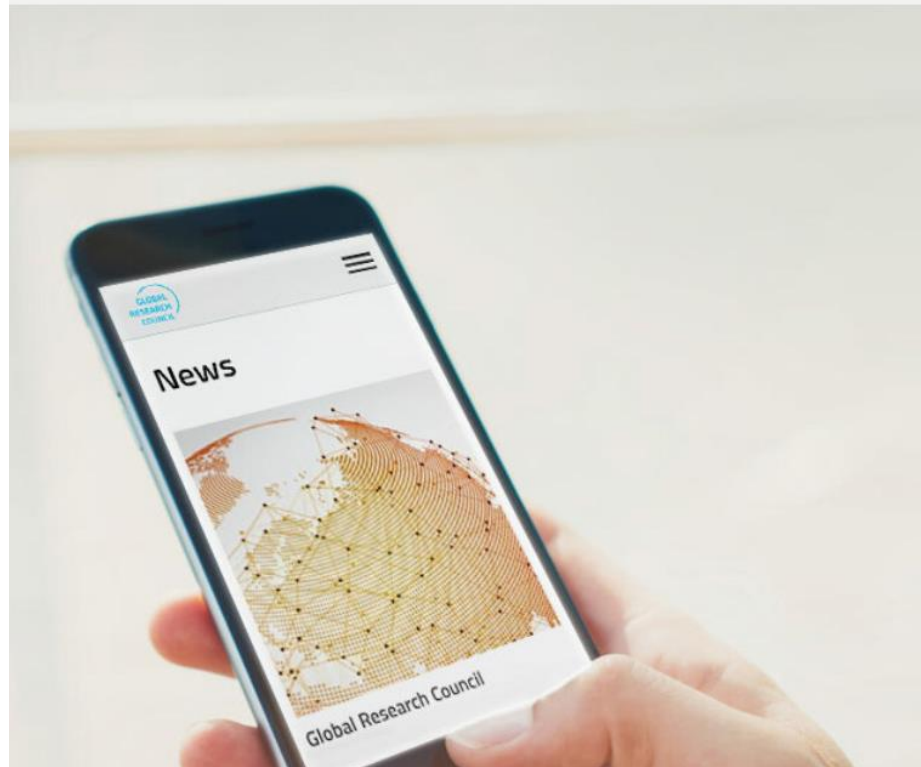
**Prof. Menico
Rizzi**
IT



**Dr. Sylvie
Rousset**
FR



**Prof. Toma
Susi**
AT



Event

2023 Annual Meeting

The meeting is taking place in The Hague, The Netherlands, from 29 May to 2 June 2023



International agreement research funders (GRC)

- Funding agencies from 63 countries ratified document for broader and more inclusive research
- There is a need to recognise diversity of research activities, innovation, and outputs and outcomes:
 - through broad and holistic ways of recognising and rewarding
 - adapted to the relevant contexts
- Qualitative approach of assessment, supported by responsible use of quantitative indicators
- Changes need take place in conjunction with researchers and universities
- Keep an eye on mobility (e.g. changes in one location do not prevent you from moving)



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...

Conclusion



Let's move together!

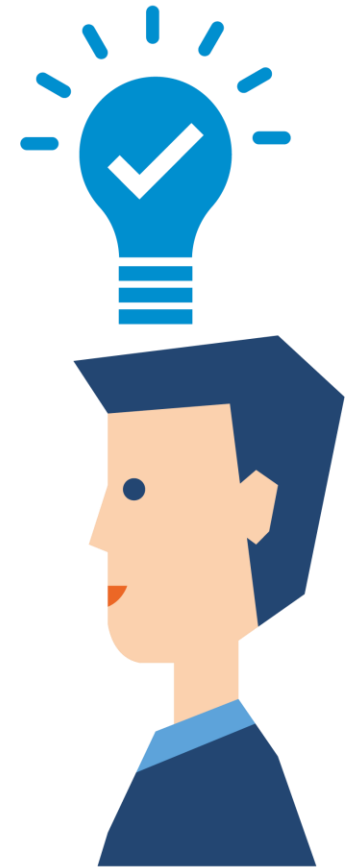


How can I contribute?


Get involved!

You create insights to support strategic decision making and assessments at individual, team, institute or topic levels

- Share your expertise on collection, enrichment and analysis with your local Recognition & Rewards committee.
- Become part of the team that:
 - Develops quality features for education, research, leadership, impact and patient care
 - Develops evidence-based CVs and assessment portfolios
 - Clarifies which Open Science and Open Education activities will be considered and/or prioritized in development, assessment, appointment and promotion of staff
- Become/approach a member of a future CoARA working group
- Share good practices and experiments, for example on RRview



If you like to join
RRview, please contact
Communitymanager
Claartje Chajes
(chajes@unl.nl)



RRview
ROOM FOR EVERYONE'S TALENT

Home

Timeline

Groups


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Agenda

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+




 RINN and Recognition & Rewards


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Agenda

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Member

Welcome


Welcome to the closed group of RINN on the Recognition & Rewards platform. This page links activities of RINN in the context of Recognition & Rewards to the R&R community. The focus is now on the June 21symposium entitled Recognition and Rewards of academics and research groups in the Netherlands: the role of Research Intelligence.

Knowledge Base R&R


Members of this group



Claartje Chajes
Communitymanager RRview



Theo Jetten




Kim Huijpen

Updates

Symposium programme June 21, KNAW Amsterdam

Recognition and Rewards of academics and research groups in the Netherlands: the role of Research Intelligence



Preliminary Programmme Symposium June 21 KNAW Amsterdam
Theo Jetten 3 Mar

Recognition and Rewards of academics and research groups in the Netherlands: the role of Research Intelligence This symposium focuses on (inter)national developments in the field of recognition and rewards and the impact on Research Intelligence (RI).

Documents to share

Do you have any (concept) documents from which others could learn? Please share them here.

Share your documents

Articles, research & more

[Beoordelen narratief / evidence based CV](#)

[Informatics Europe - Research Evaluation](#)

[Webinar NWO Vici](#)

[Essay: The Hong Kong Principles for assessing researchers: Fostering research integrity](#)

Thank you for your attention!

MORE INFORMATION

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@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'](#)
- [Roadmap Room for everyone's talent in practice](#)
- [E-Magazine Recognition & Rewards autumn 2022](#)
- [Strategy Evaluation Protocol \(SEP\) 2021 – 2027](#)
- [A recap of the Recognition & Rewards Festival](#) (February 2022)
- [A recap of the Recognition & Rewards Festival](#) (April 2023)
- [A Toolkit for Dialogue](#)
- [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)
- The Dutch Recognition & Rewards Programme in [DORA Repository](#)
- [NOR-CAM Framework](#) (Norway)
- [Good Practice in Researcher Evaluation](#) (Finland)
- [Coalition for Advancing Research Assessment](#) (CoARA)
- [Statement of Principles on Recognising and Rewarding Researchers](#)

Illustrations by [Mark van Huystee](#) and [Things to Make and Do](#)

How do you assess quality?

Quantitative

Qualitative

To what extent does the work of academics help solve social problems?

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

How do you include the aspect of teamwork in assessments?

Is this the new Dolly the Sheep?

Mix evidence based

assessment tools

Research data

Artistic output

Software code

Open access publications

Journal articles

posters

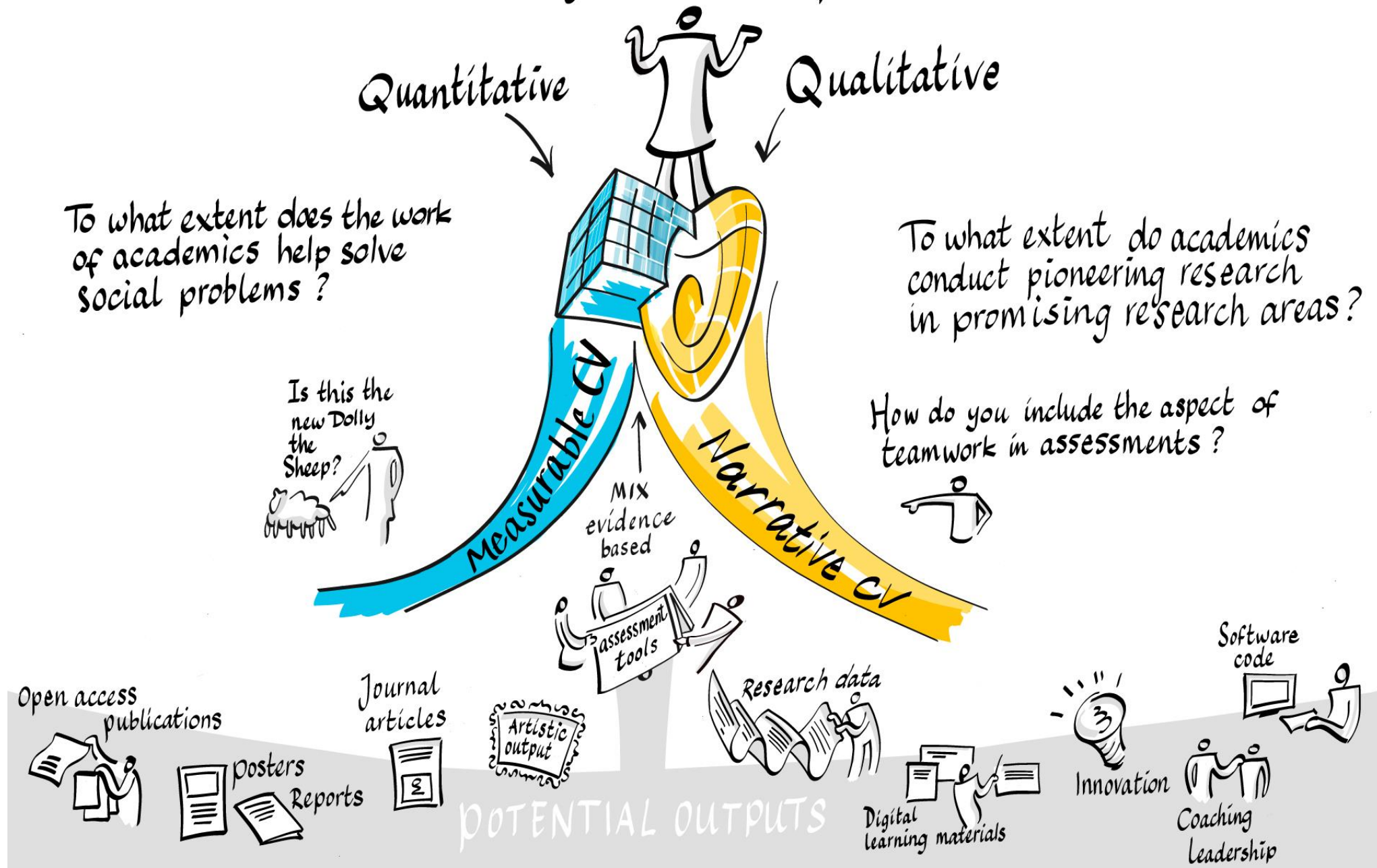
Reports

Digital learning materials

Innovation

Coaching Leadership

POTENTIAL OUTPUTS



Recognising and rewarding teams

Team qualities



Teams as a concept

As a structure /
organisational 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



Core team:
your role is essential



Supporting role

Do you vouch
for each other?
Rewarding
encouraging
social behaviour

How do I benefit
from my team
functioning well?

Does it energise you?

Who has genuine
team-player qualities?

I'm enjoying my work

How do you create the
right working climate?

Enjoying your work
as a key reward

Where do you want to get to as a team?

How do you create
a safe culture?



Team spirit ← Bridge to culture
(change)

TEAMS

- Definition
- Composition
- Team roles
- Diversity
- Assessment



fluid

arising
teams

Fluid teams

In multiple
teams

Fluid shape
Various types
of cooperation



In a collective environment,
individuals are capable of cooperation