



Recognition & Rewards quality features *survey*

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Survey insights and highlights

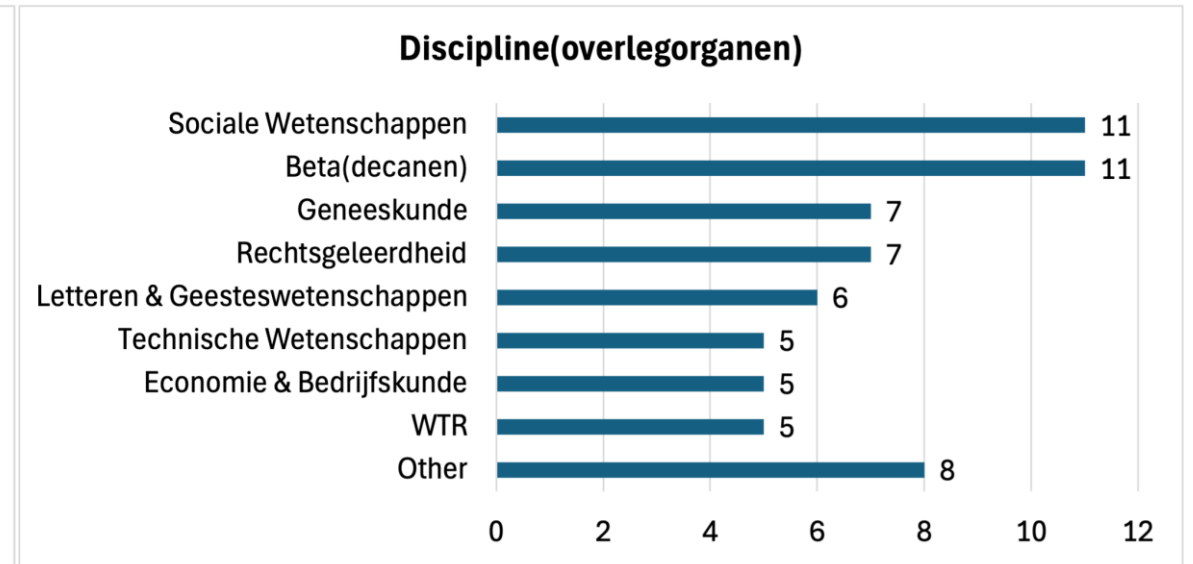
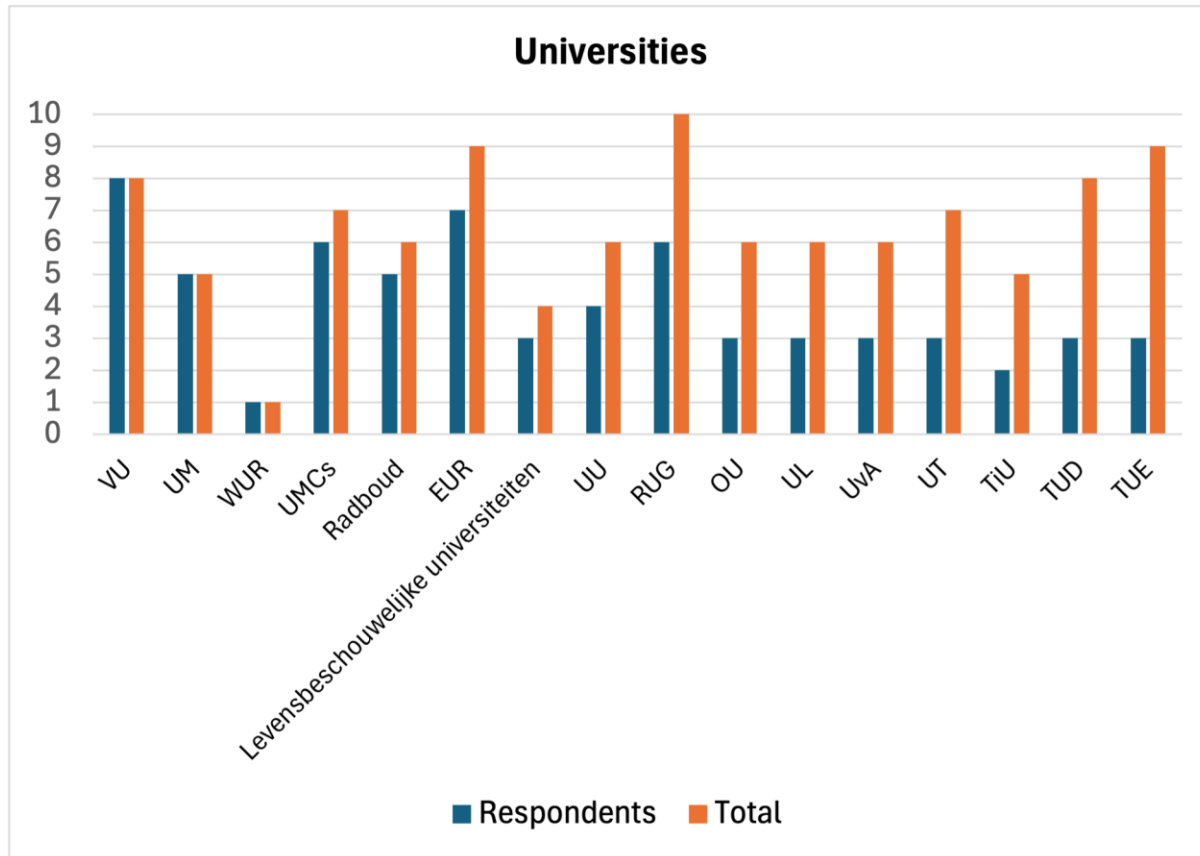
Quality Features Survey

- 3 main topics:
 - Academic Career Assessment
 - Quality Features
 - R&R Reform Process
- Closed & Open Questions
- Survey Period: April 2025
- Sent to 102 deans
- Survey Response
 - 65 deans/faculties
 - Universities
 - Disciplines

Academic assessment refers to the methods used to evaluate the performance, outputs and impact of academic activities for the purposes of recruitment, performance evaluation and career progression. By academic assessment we mean assessment at the recruitment, development, appointment and promotion of academic staff.

Quality features / quality criteria refer to both the quantitative and qualitative weighting of academic performance in the areas of education, research, impact, leadership and patient care.

Response



Part A. Academic Career Assessment

The vast majority of respondents assesses the quality of the work of its academic staff during:

- Recruitment
- For promotion decisions
- As part of regular appraisals

Many respondents also assess as part of:

- Development of academic staff
- During contract renewal

Strong Support for Core Values of Recognition & Rewards

Societal engagement

- the social relevance of academic work
- encouragement to work with societal and business partners

Diversity and quality of contributions

- appreciation on diversity of talents
- quality over quantity
- recognizing innovation and creativity
- diversification of career profiles

Open Science

Horizontal mobility options and team science are areas where enthusiasm appears more moderate

Strengths of the academic career system

What do faculties value about their own academic career assessment system? *Open Question*

Attention for diversity of contributions and contextualized assessments

- Diversity in career paths
- Assessments attuned to disciplinary cultures and individual profiles

Clarity, fairness and procedural integrity are seen as strengths

- Transparent & clear criteria
- Well-designed procedures

Shift toward supporting academic growth, moving away from quantitative output measures

- Developmental orientation
- Focus on quality over quantity

Challenges of the academic career system

What do faculties see as the main challenges of their own academic career assessment system? *Open Question*

Ambiguity in criteria and evaluation methods is the biggest challenge

- Moving from metrics to more qualitative, narrative-based assessments is encouraged but still difficult to do fairly and consistently

Career path uncertainties

- Despite promotion of diverse and personalized career paths, still lack of clarity about how to do this in practice

Complexity of implementation is a systemic hurdle

- Broad support for R&R vision, but technically and organizationally challenging

Tension between individual, team and organizational needs

- Shift toward team science and broader contributions introduces tensions between personal aspirations and team goals.

Recap I

- *Diversity of career paths* as well as *clear and transparent criteria* are seen as both a strength and a challenge of the systems of academic career assessment.
- The focus on *academic growth* is also appreciated, while tension is noted between *team science* and *individual needs*
- More generally, faculties report a struggle with implementation: broad support for the values of recognition & reward, but technical and organizational implementation is challenging.

Part B: Quality Features (QF)

- Research (21)
 - General
 - Research products for peers
 - Use of research products by peers
 - Marks of recognition by peers
- Teaching & Learning (24)
- Impact (20)
 - General
 - Research products for societal target groups
 - Use of research products by societal target groups
 - Marks of recognition by societal target groups
- Patient care (2)
- (personal) Leadership, development & team spirit (12)

Q: Which of the following evidence is currently used at your faculty for assessing academic careers?

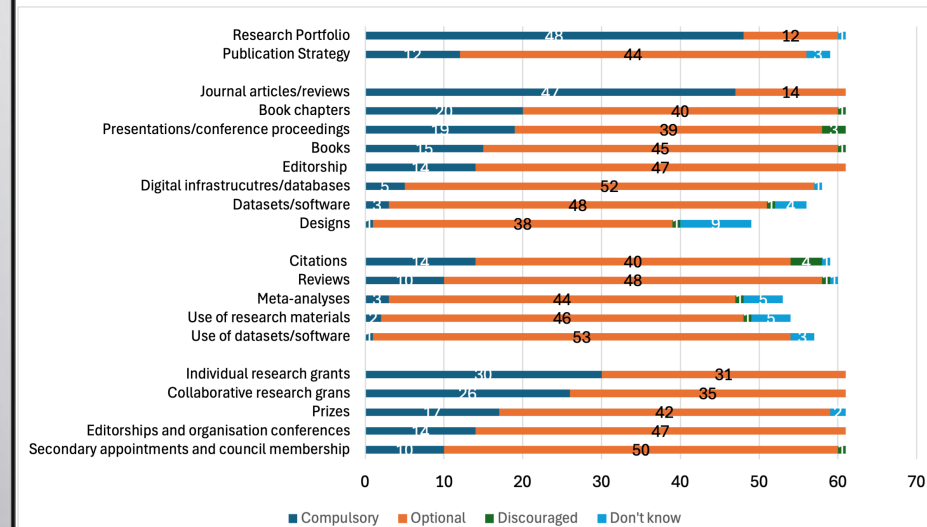
Example:

A research portfolio or alike, documenting progression and reflection in research practice

- **Compulsory**
- **Optional**
- explicitly **Discouraged** at our faculty
- Don't know
- Not applicable

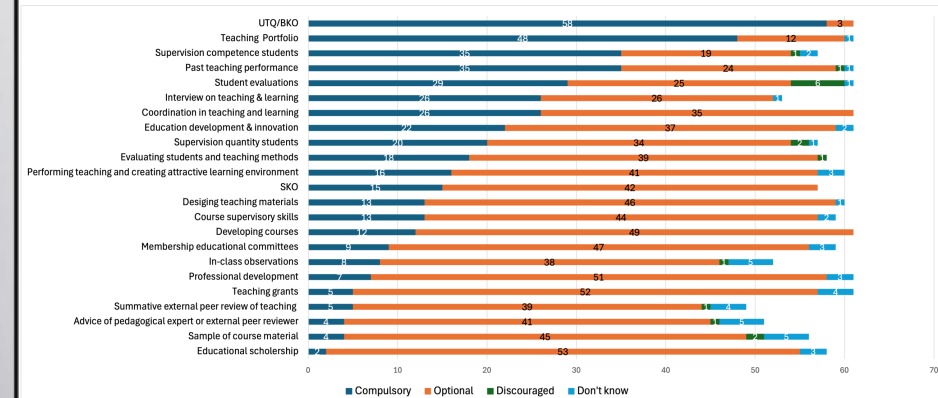
Quality Features Research

- *Research Portfolio & Journal Articles/reviews* most often compulsory (48 vs 47)
- A few faculties explicitly discourage the use of:
 - *citations of articles, books & products* (4: beta & geneeskunde)
 - *presentations & conference proceedings* (3: mixed)



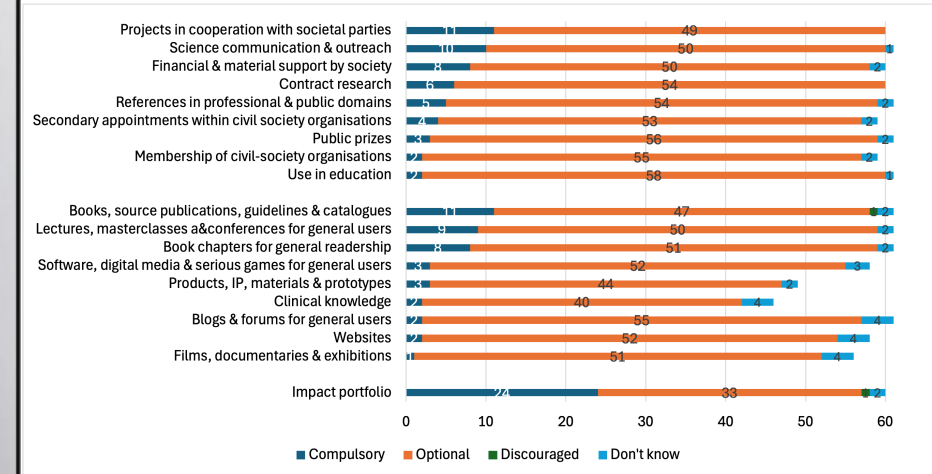
Quality Features Teaching & Learning

- *University Teaching Qualification (BKO) & Teaching Portfolio* most often compulsory (58 vs 47)
- *Supervision competence of BSc & MSc* is compulsory QF in 35 faculties and optional QF in 19 faculties
- 6 faculties explicitly discourage the *use of student evaluations* (2: *letteren & geesteswetenschappen*; 2: *rechtsgeleerdheid*; 1: *bèta*; 1: *economie & bedrijfskunde*)



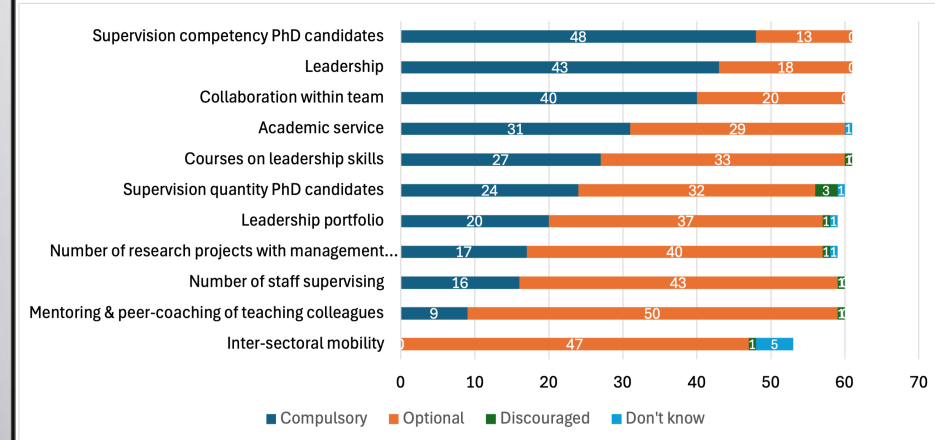
Quality Features Impact

- Evidence regarding impact is mainly used as optional QF in assessment of academic careers. Academics may choose impact QF's if it fits their profile.
- *Impact portfolio* is used as compulsory QF in 24 faculties: *geneeskunde, bèta, technische wetenschappen*
- *Impact portfolio* is used as optional QF in 33 faculties: *sociale wetenschappen, letteren & geesteswetenschappen, rechtsgeleerdheid, TWR*
- No discouragement of impact QF's



Quality Features Leadership

- *Supervision competency of PhD candidates* is most often used as compulsory QF of leadership (48 faculties)
- *Leadership* (incl. management tasks & leadership positions in the organisation) and *collaboration within team* are used as compulsory QF's by many faculties
- No faculty use *intersectoral mobility* (mobility of academic staff from higher education or research sectors to industry or other sections of employment and vice versa) as compulsory QF
- 3 faculties explicitly discourage the use *supervision quantity of PhD candidates* as evidence for leadership (2: *rechtsgeleerdheid*; 1: *geesteswetenschappen*)



Recap II

- *Research & Teaching portfolio* are most indicated compulsory quality features
- *Use of research products by peers* often indicated as optional or don't know
- Evidence regarding *impact* is mainly used as optional
- Broad consensus over quality features of *leadership*
- Difficult to interpret compulsory vs optional:
 - *what does this look like in practice?*

Most Indicated Quality Features - Compulsory

		N
Teaching & Learning	UTQ/BKO	58
Research	Research portfolio: documenting progression and reflection in research practice	48
Teaching & Learning	Teaching portfolio: documenting progression & reflection in teaching practice	48
Leadership	Supervision competency (PhD candidates)	48
Research: research products for peers	Journal articles/reviews	47
Leadership	Leadership: managerial tasks and leadership positions in organisation	43
Leadership	Collaboration within the team	40

		N
Research	Designs	9
Leadership	Intersectoral mobility	5
Research-use of research products by peers	Use of research materials	5
Research-use of research products by peers	Meta-analyses	5
Teaching & Learning	Sample of course material	5
Teaching & Learning	Advice of pedagogical expert of external peer reviewer	5
Teaching & Learning	In-class observations	5

Most indicated Quality Features - Don't know

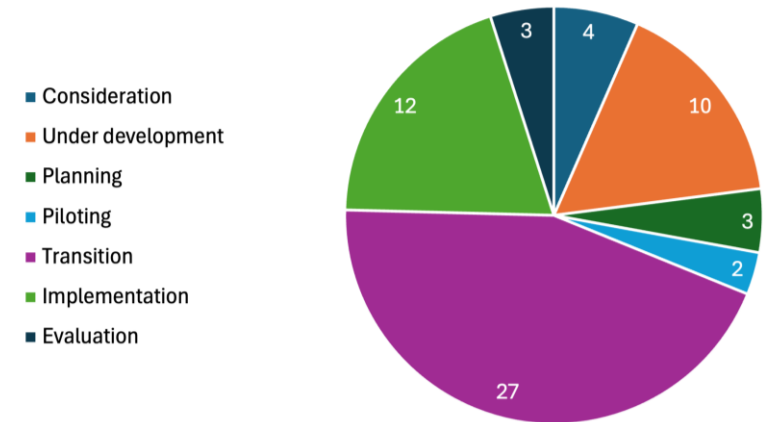
Part C: R&R Reform Process

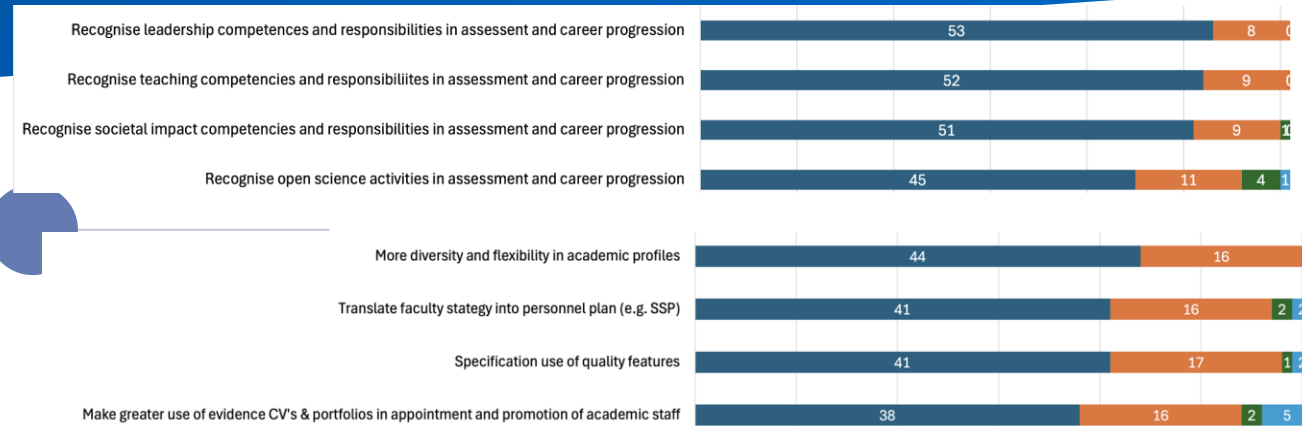
4 Topics:

- Reforming Stage of Faculties
- Reform Actions: In your reform process, to which extent is your faculty addressing the following actions? *implementing/discussing/will not address/n.a.*
- Role of Staff Members in Reform Process
- Academic Career Assessment After Reform

Stage of R&R Reform Process

- 27 faculties are in transition period in which reform processes have been revised, developed and piloted, and implementation has started
 - *Disciplines: 5: geneeskunde; 4: sociale wetenschappen; 4: rechtsgeleerdheid; rest: mixed*
- In 12 faculties the reform processes are well established and fully implemented across the whole organisation
 - *Disciplines: 6: bèta; 6: mixed*
- Universities in transition, implementation or evaluation phase: *UU, VU, WUR, TiU, TUE, TUD, UvH, UMCs: 6 out of 7*





Reforming Actions (1)

Implementation in majority of faculties (62%-87%):

- Recognition of competences and/or responsibilities in assessment & career progression
 - Leadership 53/61; Teaching 52/61; Societal impact 51/61; Clinical competences 13/19; Open Science 45/61
- Create more diversity & flexibility in academic profiles 44/61
- Translate the strategy of the faculty into a strategic personnel plan (e.g. SPP) 41/61
- Specify which quality features will be used in education, research, leadership, impact and patientcare in recruitment, development, appointment and promotion 41/61
- Make greater use of evidence-based CVs and assessment portfolios in the appointment and promotion of academic staff 38/61

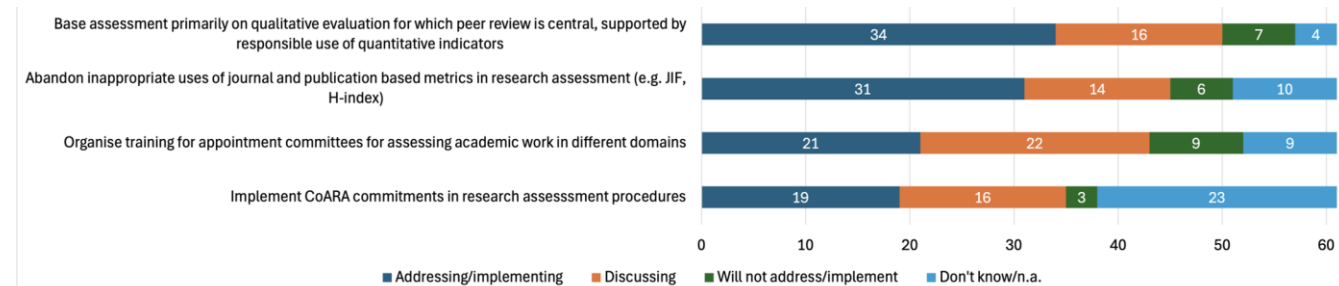
Reforming Actions (2)

Mixed responses in faculties:

- Base assessment primarily on qualitative evaluation for which peer review is central, supported by responsible use of quantitative indicators
- Abandon inappropriate uses in research assessment journal and publication-based metrics, e.g. JIF and H-index
- Organise training for appointment advisory committees for assessing academic work in different domains
- Recognise entrepreneurial competences

Most don't know responses in faculties:

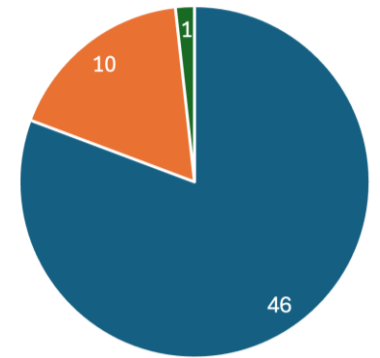
- Implement the 10 CoARA commitments in research assessment procedures 23/61



Role of Academic Staff in Reform Process

Academic staff are actively participating in discussions on reform and in developing new processes for academic career assessment

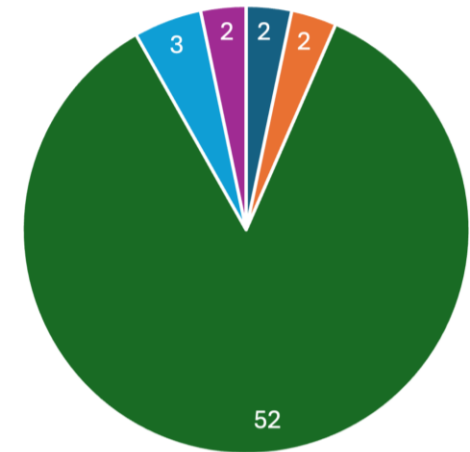
- Active participation in discussions and development of new processes
- Consulted on reform principles, not actively involved in development new processes
- Informed, no active role in discussions and developments



Academic Career Assessment after Reform

In the majority of faculties, academic career assessment will be based on a *balanced use* of qualitative assessment and a responsible use of metrics

- Purely qualitative assessment
- Responsible use of metrics
- Balanced use of qualitative assessment and metrics
- Not defined yet
- Don't know/Difficult to say



Recap III

- Stage of reform:
 - Most faculties in transition phase or fully implementing
- Reform actions:
 - Majority for recognizing leadership, teaching, impact, open science in assessments and for creating flexible profiles and using strategic personnel plans
 - Less consensus on qualitative evaluation and abandoning metrics like JIF/H-index and CoARA implementation
- Staff involvement:
 - High engagement, though influence or quality of participation not assessed.
- Career assessment post-reform:
 - Vast majority report aiming for a balanced use of qualitative assessment and metrics



Questions?



Additional slides

Strengths of the academic career system



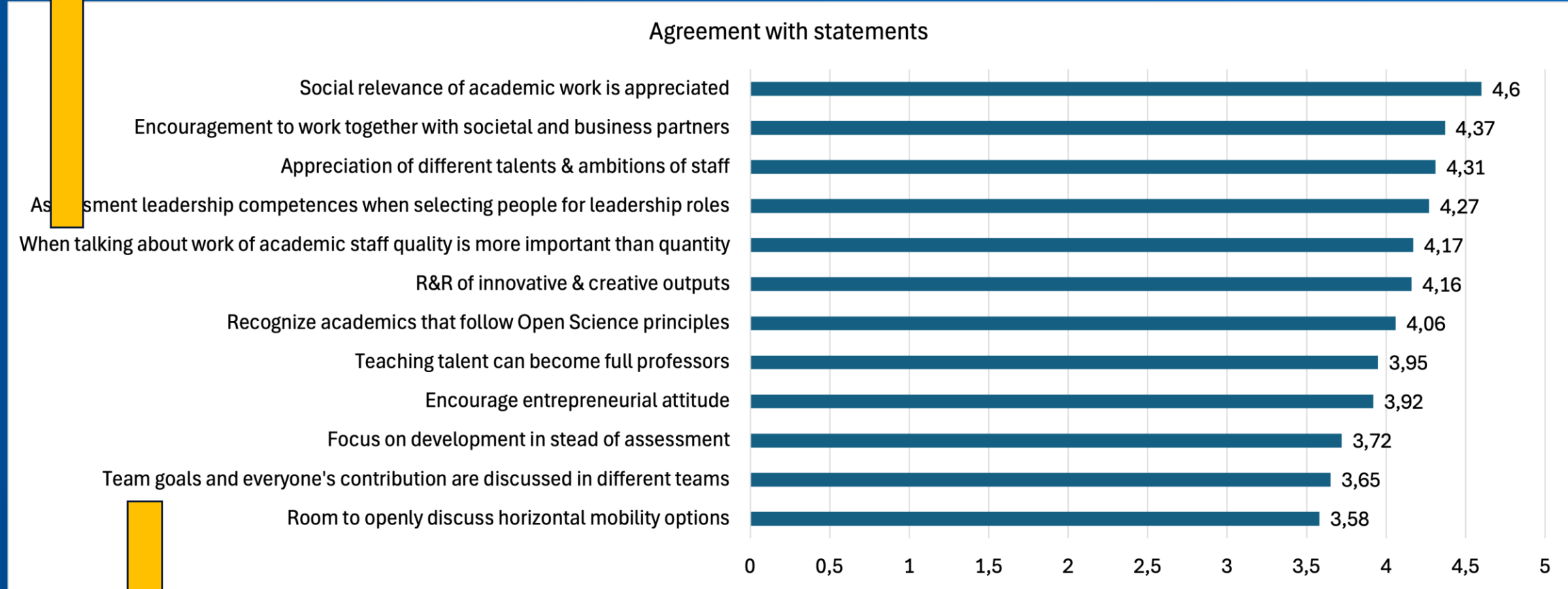
Challenges of academic career system



Statements

4,60: Economie, TWR, Techniek

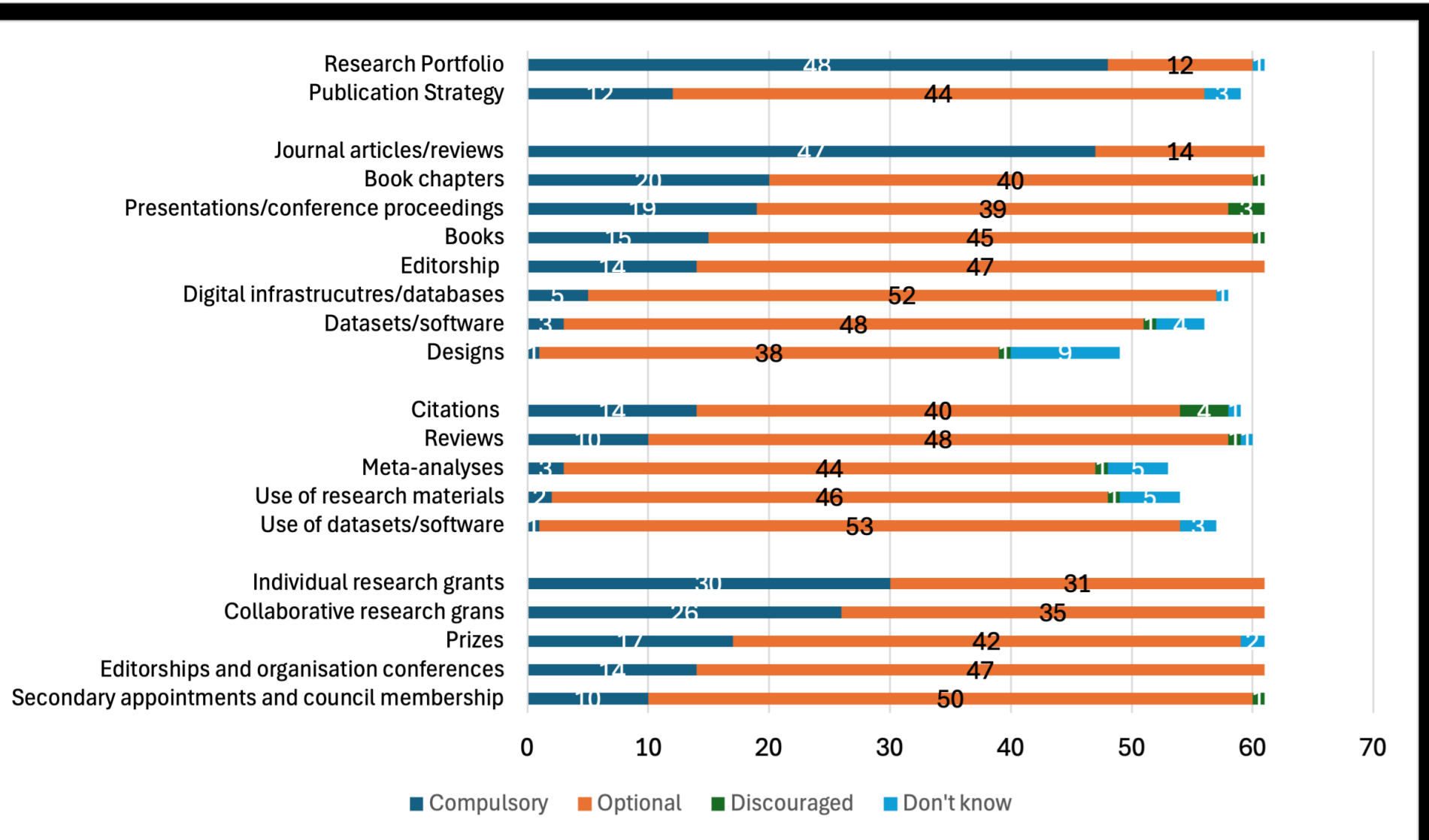
3,64: Bèta



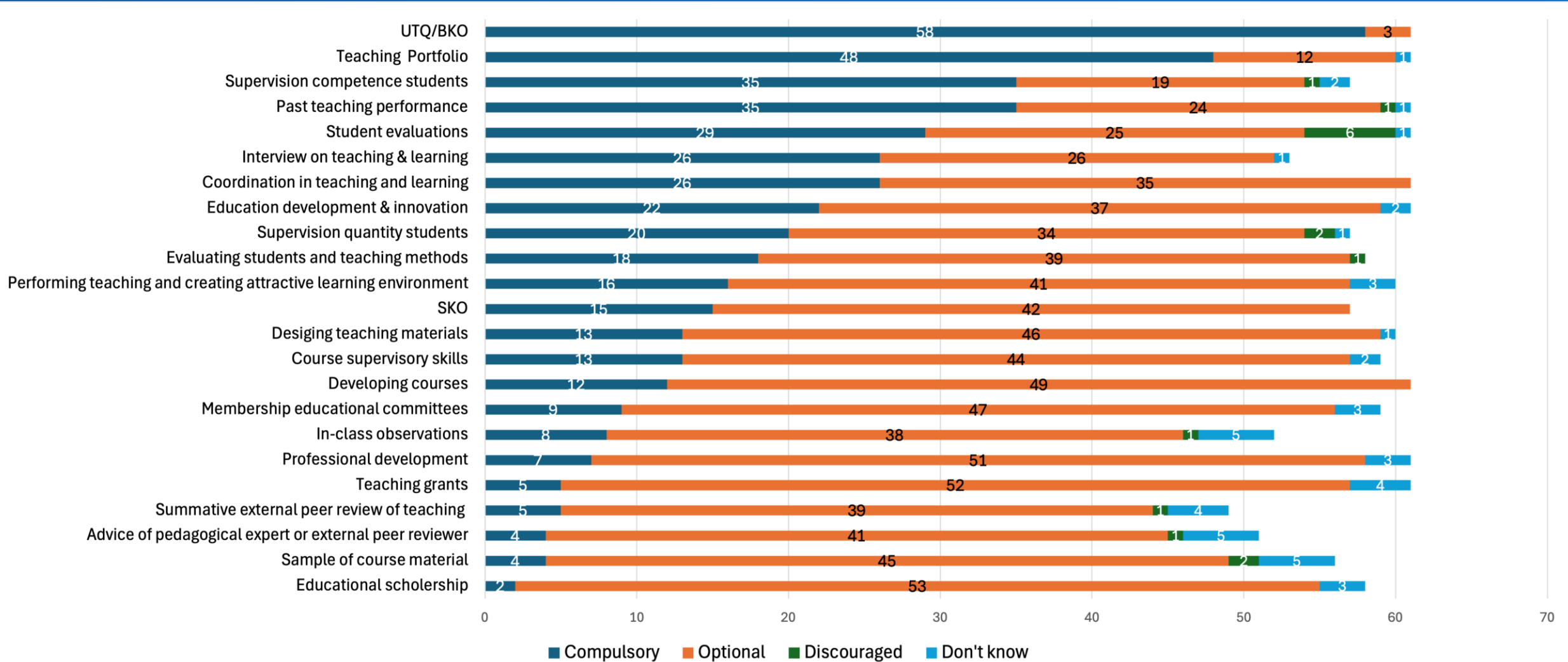
4,40: Techniek

2,83: Letteren

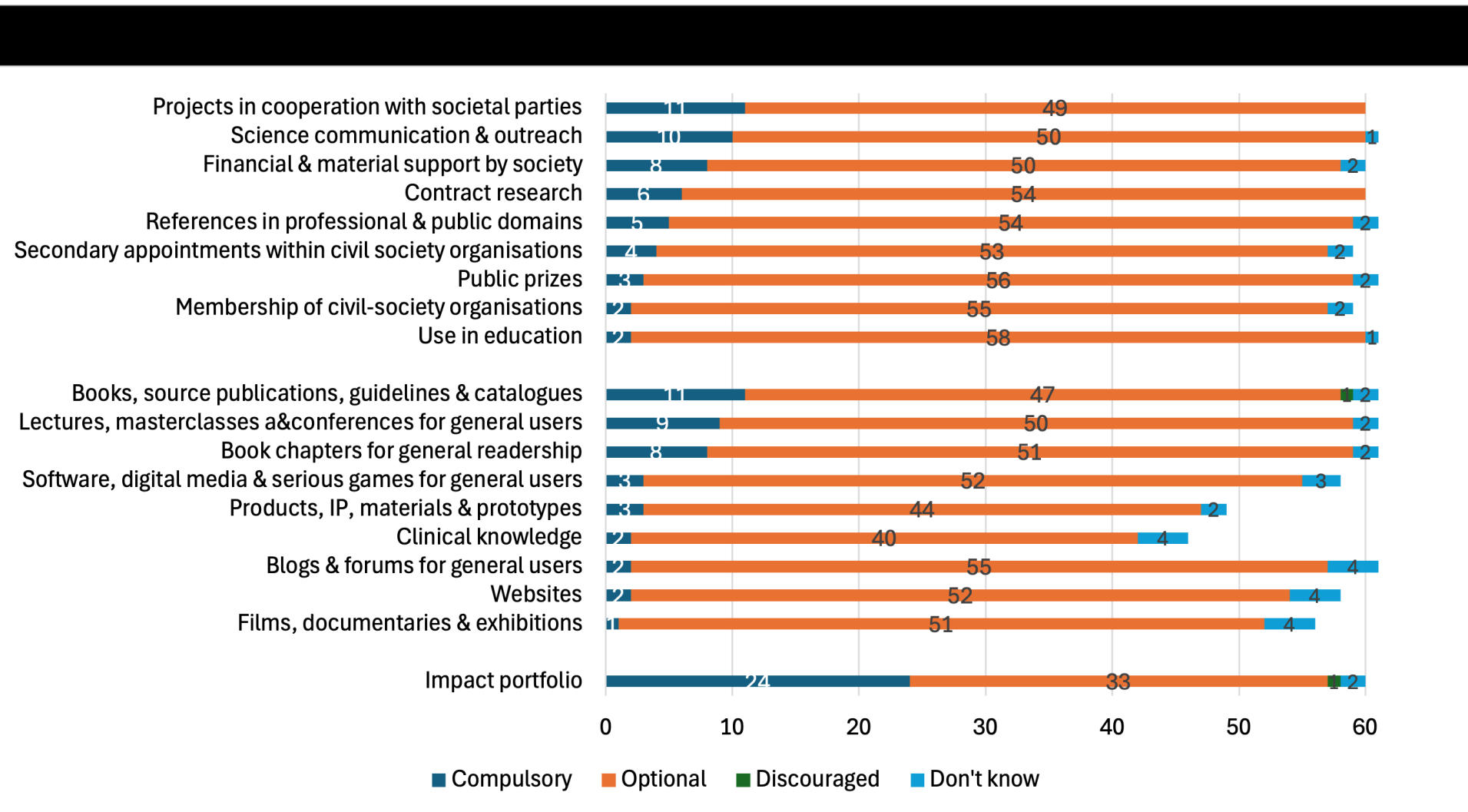
Quality Features Research



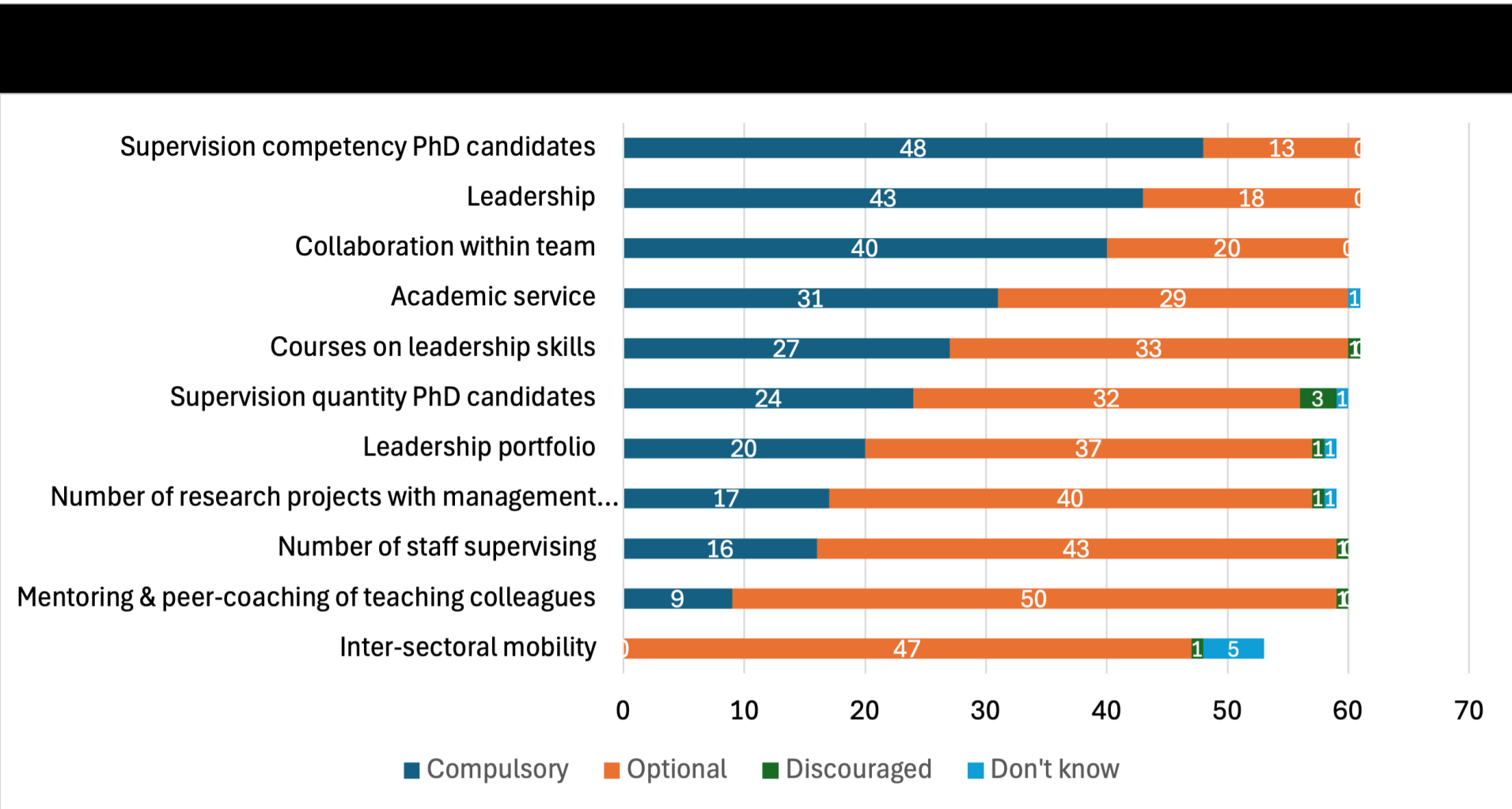
Quality Features Teaching & Learning



Quality Features Impact



Quality Features Leadership



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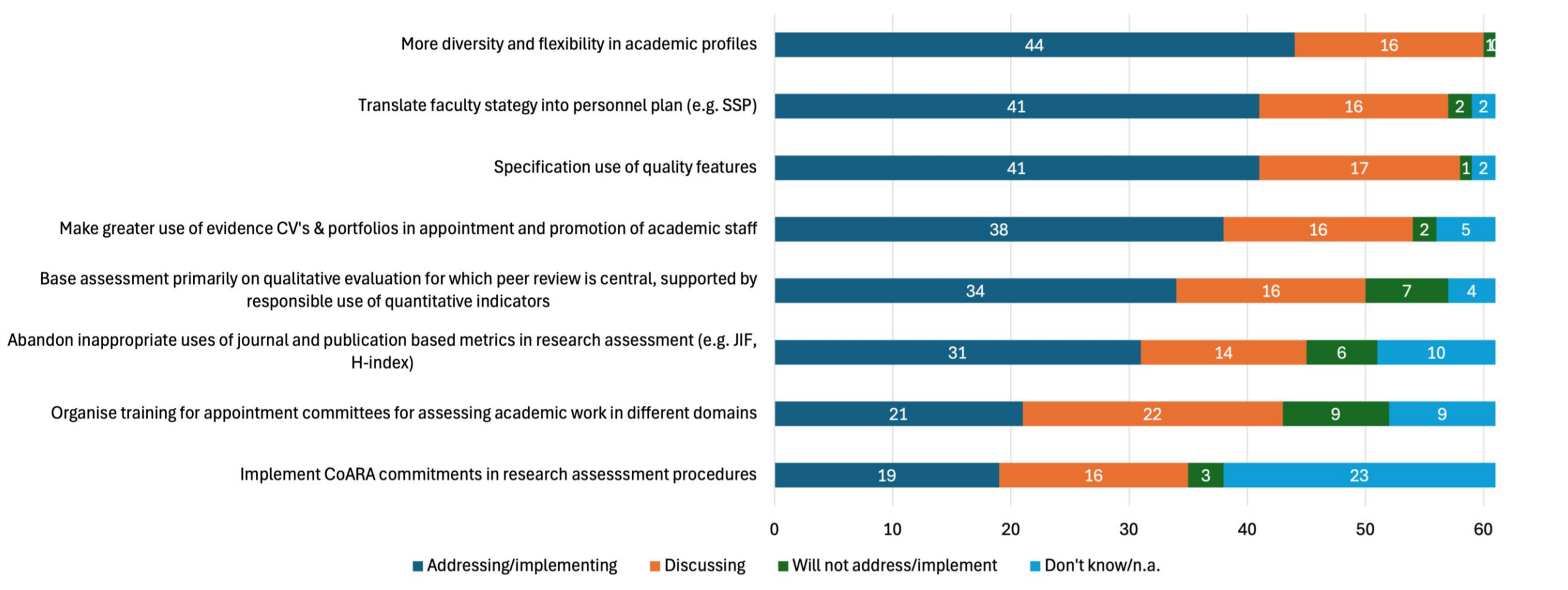
Discouraged Quality Features (n>3)

		N
Teaching & Learning	Student Evaluations	6
Research-use of research products by peers	Citations	4
Leadership	Supervision Quantity PhD candidates	3
Research-research products for peers	Presentations/conference proceedings	3

Quality Features - don't know (n>5)

		N
Research	Designs	9
Leadership	Intersectoral mobility	5
Research-use of research products by peers	Use of research materials	5
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Reforming Actions



Reforming Actions Recognition

