



Impact through Recognition & Rewards

EUR Framework

Foto: Chris Gorzeman

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1. Preface by the Executive Board

Erasmus University Rotterdam (EUR) aims to become an even more appealing and inspiring place to work for academics, thereby providing an environment that helps them to reach the highest possible quality level in research and education. The university also has ambitions to become an impact-driven institution that contributes demonstrably to the well-being of society (Strategy 2024). To achieve these ambitions, we need to revise the current system for recognizing and rewarding academics and support staff in order to ensure high standards of education, promote research excellence, increase our impact on society, encourage inclusive leadership and, in the case of Erasmus MC, ensure the delivery of excellent patient care now and in the future. All of these require a revision of our hiring and promotion principles and as such a cultural change that is anchored in the foundation of our organisation. The EUR Framework on Recognition & Rewards is a first and important step in the initiation of this fundamental change in our HR-policy.

Recognition and Rewards is a nationwide programme that began with the publication of a position paper entitled "Room for Everyone's Talent" (November 2019). In this paper, the country's knowledge institutions and research funding bodies expressed a desire to revise the current recognition and reward system by enabling differentiated career paths, acknowledging the accomplishments of both individuals and teams, emphasizing the quality of work rather than the quantity, encouraging the practice of all aspects of open science and promoting academic leadership. Following on from this paper, the parties involved in its production established project teams within their separate institutes to lay the groundwork

for this cultural change. As a result, several initiatives are currently underway at both national and international level with respect to research evaluation, among which are changes to be implemented through the Declaration on Research Assessment (DORA) and the new Strategy Evaluation Protocol (SEP).

Developments are also proceeding at several international universities regarding differentiated career paths and the use of narratives or portfolios for evaluation.

The document presented here is the first step in establishing an EUR Framework on Recognition & Rewards, and it outlines the guiding principles for further development and implementation of the Recognition & Rewards initiative at several levels within the university. The document was written in close collaboration with all relevant internal stakeholders, including the faculties, Human Resources, Erasmus Research Services and Academic Affairs, to ensure its broad support and its alignment with faculty aspirations. It is important to note that the EUR Framework is a living document, one that needs further implementation at faculty level and will be periodically monitored, evaluated and updated whenever relevant.

The Executive Board welcomes this first important step but also acknowledges the challenges of moving towards a concrete revision of our HR-policy. We truly believe in the need for, and importance of, the aforementioned cultural change. This change is essential for us to meet the requirements of our society, at both national and international level. By working together and by experimenting in the implementation of this initiative we will achieve our ambitions.

2. Introduction



Introduction



Erasmus University Rotterdam (EUR) aims to become a more appealing place to work for both current and prospective academic staff, with the goal of bringing out the best in everyone. It also intends to develop into an impact-driven university over the next few years. To accomplish these objectives, we need to revise the current system for recognizing and rewarding academics¹ in order to ensure high standards of education, promote research excellence, increase our impact on society, encourage inclusive leadership and, in the case of the Erasmus MC, ensure the delivery of excellent patient care.

All of these require a change in attitude, and to encourage this it will be vital to anchor these changes in the very foundation of the organisation. This document lays out the new EUR-wide framework for recognizing and rewarding academics. The framework was developed in close collaboration with, and been approved by, all the faculties and the executive board, and corresponds with the ongoing developments taking place at national and international level.

Gone are the days when universities could base their appeal on their reputation for instruction and research. Consequently, universities are now playing a larger role within the societies they serve, and are increasingly reviewing their social responsibilities to their communities and helping to address societal challenges. At the same time, it is becoming increasingly clear that effective leadership and management are among the core competencies necessary for achieving excellence in research, teaching and patient care, and for producing a demonstrable impact on society. The present system for recognizing and rewarding academic staff is biased in favour of activities relating to research and their outcomes, at the

expense of other measures of performance. This system also provides little room for career path differentiation, for instance regarding the development of leadership skills or participation in addressing complex societal challenges. Furthermore, the system is based quite heavily on quantitative indicators (e.g. number of publications or *h*-index) for the purpose of recruitment, evaluation and promotion, and is biased towards the individual rather than the team, which further limits career path differentiation. This system and its various components have been in use for a long time, and continue to be supported by a system of financial reward in which grants are awarded almost solely on the basis of individual research skills and a narrow range of quantitative indicators of performance. While this method of reward has helped build our reputation for scientific research and strengthen our scientific base, its downsides are becoming increasingly clear, especially regarding the systemic pressure it is putting on academics. To advance in their careers, academics are now required to not only excel in research and teaching, but also to be good leaders, participate in addressing societal challenges and provide excellent patient care (on behalf of

¹ Staff members whose position is classified as a job profile within the Education and Research family of the job classification system. No explicit distinction is made between staff members with temporary or permanent contracts.

university medical centres). In short, academics are now meant to be a jack of all trades, leading to rising levels of work-related stress and an exodus of talented academics. In other words, the current system is not sustainable in the long run. EUR wants to offer its academic staff an environment and career paths that allow them to develop their talents and choose the direction that suits them. This would do a great deal to help people excel in what they are good at, which in turn would help the university execute its strategy and achieve its vision.

EUR wants to offer its academic staff an environment and career paths that allow them to develop their talents and choose the direction that suits them

The new system for recognizing and rewarding academics is not a simple, quick and easy, one-size-fits-all solution. Its success will rest on a change in institutional culture characterised by a shift in mindset to accommodate the needs, talent and potential of every member of the academic staff. The details and extent of this cultural change, elaborated in Recognition & Rewards, are an accurate reflection of our ambition to create the most stimulating and rewarding environment for our people, which is a necessary condition today for universities to meet their obligations to society and fulfil the latter's expectations of them (i.e. be part of the community, help address societal challenges, etc.). The new system places equal value on five key areas of activity: education, research, leadership, impact on society and, for Erasmus University MC, patient care), and does not require an individual to excel in every single area.

Over the past few years, a number of steps have been taken at a national and international level to work towards a better system for recognizing and rewarding academics. This subject has been high on the agenda in the Netherlands since the country's knowledge institutions and research funding bodies (VSNU, NFWO, KNAW, NWO and ZonMw) published the joint position paper [*Room for everyone's talent: Towards a new balance in the recognition and rewards of academics*](#) (November, 2019). In the paper, the parties involved express a desire to recognize and reward academics from a broader perspective on their work. Several steps relating to the matter have already been taken in the wake of the paper's publication. The NWO have adjusted the application procedure for talent development grants by adopting a narrative-based approach in which quantitative indicators, such as the h-index or impact factor, are no longer requested. Several international universities and pedagogical consultants have developed career frameworks for academics in which teaching and research are recognized and rewarded alongside other activities. These include the University College London, which has adopted the [*"Career Framework for University Teaching"*](#), designed by Ruth Graham for the purpose of fostering diversification in academic career paths with a focus on teaching, and Gent University, which has replaced the standard performance and development evaluation method with a more portfolio-based approach. Finally, the underlying philosophy of the Recognition & Rewards initiative is reflected in the principles of the [*San Francisco Declaration on Research Assessment \(DORA\)*](#) as well as in the revised version of the [*Strategic Evaluation Protocol 2021-2027 \(SEP\)*](#). These efforts highlight the importance of, and broad support for, a more modern system of evaluation.

In line with these developments, we, at EUR, must also take the necessary steps to implement a new system for recognizing and rewarding academics, and the first of these steps is an EUR framework on Recognition & Rewards. In addition, we provide background information on the close link between the new system and the university's strategic plan, [*Strategy 2024*](#), and describe the steps taken at the national level.

GOOD PRACTICE

Career Framework for University Teaching

The Career Framework for University Teaching by Ruth Graham is an excellent illustration of a new system for recognizing and rewarding academics that is currently in use outside the Netherlands.

For all teaching-active academics, the Framework provides:

- *a structured pathway to guide career progression on the basis of the academic's contribution to university teaching and learning*
- *an evidence base through which to evaluate and demonstrate the academic's teaching achievement during appointment, promotion, professional development and annual appraisal. [*The Career Framework for University Teaching*](#)*



3. Recognition & Rewards at EUR



Recognition & Rewards at EUR



We at EUR fully support the thinking behind the Recognition & Rewards project. We have defined EUR's perspective on the matter by formulating our view on the aspects most important to us, namely create positive social impact, differentiate career paths, implement team science practices and support leadership development in academia. We have also defined essential prerequisites for the required cultural change.

This view, or framework, was developed in close collaboration with many internal stakeholders. It should not serve as a blueprint, but rather as a guide and illustrative framework with ample room for the development and implementation of a tailor-made approach that recognizes the specific context in which a discipline has to operate, while adopting the principles that lay behind the EUR framework.

3a. Prerequisites for a revised system of Recognition & Rewards

Some additional context is necessary for a full understanding of the need for, and development of, a new system for recognizing and rewarding academic staff. So is the formulation of the prerequisites required for the support and advancement of the associated cultural change.

Rewards: "Rewards" are often associated with financial reward, for example a bonus or salary increase, or with job promotion, and it is often linked to research achievements, but not to accomplishments in other key areas of activity. However, *our* conception of "Rewards" includes multiple ways of demonstrating **appreciation for, and the value of**, academics, and from a much broader perspective. For

example by acknowledging additional teaching-related activities, leadership efforts or activities related to creating positive social impact, complimenting academics for work accomplished, celebrating (small) successes publicly, allowing academics to emphasize a key area of activity in their official role, supporting horizontal career paths, and by making efforts to ensure that people experience their work as rewarding in and of itself without the need for external forms of reward. Moreover, we believe that these options shouldn't just be reserved for research-related achievements, but should also apply to demonstrations of excellence in any of the key areas of activity. Thus, in this document, "rewards" include both the financial/career advancement-related forms of recognition and other forms of acknowledgement.

Good employment practice: As stated above, EUR aims to become a more appealing place to work. With respect to the Recognition & Rewards initiative, we consider it important that the EUR framework conforms with, and supports, existing policy, projects and programmes, such as, **Diversity & Inclusion, Safe and Healthy work environment** and **Professorial and PhD policy**. We aspire to create an inclusive and safe work (and

educational) environment and culture, in which the unique contributions of all of our employees and students are appreciated and their full participation is encouraged, facilitated, recognized and valued. More inclusivity makes us more diverse, but the process of creating and fostering an inclusive culture demands leaders and people with leadership skills. To this end, EUR intends to further invest in training and policies designed to support people in this process.

At EUR, we believe that the system for recognizing and rewarding academic staff should be open and transparent

The framework on Recognition & Rewards puts an obligation on EUR, as an employer, to provide associated support and facilities. In addition, we believe that we are responsible not only for the recruitment, selection and retention of academic staff, but also for academics that transition to work outside academia or to academic positions outside EUR. Thus, giving academic staff training in valuable transferable skills and offering them career counselling and information on job opportunities beyond academia are all important aspects of our HR policy.

Professional Services Staff²: Although the Recognition & Rewards project focusses on academic staff, the academic setting cannot foster excellence without the **indispensable efforts of the professional services and faculty support staff**. This is why EUR invests in all of its employees. The goals stated in the position

paper on Recognition & Rewards (such as talent development and the recruitment, selection and retention of employees) apply not only to academic staff, but also to professional services staff, including faculty support staff. The Strategy 2024 project **“Stepping Up Professional Services”** and other (HR) projects provide more information on career development for these employees.

Open and transparent: At EUR, we believe that the **system for recognizing and rewarding academic staff** should be **open and transparent** if we are to raise standards in all five key areas of activity: education, research, social impact, leadership and, for Erasmus MC, patient care. This means that the procedures for (academic) recruitment and selection, job promotion, assessment of academics (performance management cycle) and horizontal career developments must be as open and transparent as possible. Criteria should be clear and easily accessible, and avenues for posing questions regarding recruitment or promotion should be equally so. We stress the importance of having an open and transparent faculty strategic talent management plan (FSTMP),³ as part of the strategic plan. An FSTMP helps faculties to be transparent and explicit about future substantive directions and about the skills and expertise required for meeting faculty objectives.

Focus on quality and growth: Quality of work, content of work and demonstration of creativity are all important criteria in hiring, assessing, developing and promoting academics. We encourage the use of **qualitative indicators**, for instance regarding content of work, demonstrations of creativity

and contribution to science, academia, society, team, department, faculty and/or institution/organisation, in addition to the more familiar quantitative indicators. Ideally, the quantitative indicators support a qualitative story/narrative, and the weight of indicators can differ depending on the career level of the academic. A narrative allows academics to position themselves much more compellingly, among other things. It allows them to state where they stand in terms of research, teaching, leadership, social impact and patient care. Above all, it allows them to indicate the area in which they wish to grow and specialise, and how they would like to develop. This provides a much broader perspective on candidate eligibility for promotion or recruitment, among other things.

To initiate the transition to a more qualitative approach, we will, in close collaboration with all the faculties, invest in the development of (among other things):

- New methods for recognizing and rewarding demonstrations of performance in all five key areas of activity
- Specific criteria for qualitative assessment and the weighting of their application in relation to quantitative assessment criteria across the five key areas of activity
- An online toolbox with information on qualitative indicators, portfolio and narrative templates, and examples of best practice
- Guidelines on interpreting and employing these qualitative indicators, for example in career paths, performance management cycles, evaluations for job promotion and recruitment procedures
- Training and workshops on using, interpreting and assessing/evaluating these indicators, to ensure objectivity and prevent unintended bias (for example on the part of members of the Appointment Advisory Committees (AAC or BAC))

This will be a collaborative and ongoing process that initially involves local and national stakeholders, and later international ones, working together to promote the use of common indicators across the Netherlands and, where possible and desirable, the world.

Erasmian Values: **Erasmian values** are at the basis of Strategy 2024 and we aim to create the necessary conditions to ensure that all EUR employees work the Erasmian way by 2024. At the same time, it should be understood that we do not expect every employee to adopt every single Erasmian value: differences between employees is only natural, on the basis of personality, talent and discipline, and this is reflected in the five key areas of the Recognition & Rewards initiative. We believe the Erasmian values can stimulate the cultural change required for the success of the Recognition & Rewards initiative and we will incorporate these values, described below, in the development and implementation of this project:

- **Engaged with society:** Academic delivers added value in resolving the complex problems of today’s society, often directly by involving societal stakeholders in their research and teaching activities or indirectly by providing knowledge from fundamental and experimental research to the next link in the knowledge chain. This highlights the importance of recognizing and rewarding (social) impact-related activities.
- **World citizen:** Academic reaches beyond the boundaries of country or discipline and embraces a cosmopolitan worldview. They tap into international networks as a source of alliances, knowledge and inspiration. They are open and curious about cultures and disciplines beyond their own, and are equipped with cross-cultural (communication) skills.



² All staff members who do not fall within the category of academic staff (Collective Labour Agreement for Dutch Universities)

³ Developing the FSTMP helps faculties to be transparent and explicit about future substantive directions and about the skills and expertise required for meeting faculty objectives. The FSTMP provides an overview of talent resources both present and required, anticipated promotions (academic and support staff), horizontal career developments, and retirements expected within the time frame of the strategy document and budgetary implications. (source: Professorial appointments at EUR: Policy and Procedures)

- **Connection, convergence, collaboration:** academic builds bridges between scientific disciplines and works in collaboration with other universities, knowledge institutions, the business world and additional societal stakeholders. They do so from a position of intellectual openness and independence.
- **Entrepreneurial:** Academic has a can-do attitude geared towards results, experimentation and innovation. They dare to take chances and are not afraid to fail. Failure is not perceived as negative, but rather as a stimulus for learning, an impetus to try again a different way.
- **Open-minded:** Academic is open to, and embraces, a wide-ranging societal, political and ethical perspective. Their behaviour is characterized by an inclusive attitude and open-mindedness.

GOOD PRACTICE

Room for teaching talent and move towards narrative CV

One of the key premises of Erasmus MC's educational vision, "'Being a doctor in 2030', is that teaching, research and patient care are core tasks of equal value, and that as many constructive links as possible should be established between them. By providing the framework for an educational career leading all the way to full professor, Erasmus MC is making a structural and fundamental contribution to educational innovation, quality of teaching and standards of professional knowledge for lecturers.

The model for an educational career at Erasmus MC is characterised by:

- the granting of equal value to education and research in job profiles and performance evaluations, and the affording of time and permission to academics to focus on education;
- a requirement to be active in one or more of the following areas, in addition to teaching: educational reform, educational research and educational organisation;
- the fulfilment of the minimum guidelines for academic research. This is allowed in the specific research fields of assistant and associate Professors. A research focus on education is not essential for an appointment as Assistant Professor or Associate Professor.
- With the aim of promoting further diversity in academic profiles, CV narratives have been requested as part of the promotion track since mid-2020, the idea being to enable a more holistic impression of a scientist's performance. This allows academics to emphasise the qualitative aspects of their scientific career. In addition, Erasmus MC operates an internal grants programme to fund ambitious translational research by clinicians and basic scientists working in collaboration. It also operates talent reviews to assist departments in recognising, training and motivating talented researchers, including clinical research.



3b. Creating Positive Social Impact

The current EUR strategy, Strategy 2024, focusses on the importance of, and need for, creating positive social impact. The Recognition & Rewards initiative is fundamental to enabling and achieving this ambition. Although the cultural change required for the success of this initiative will continue beyond the period covered by Strategy 2024, the strategy nonetheless provides an excellent starting point for the initiation of said cultural change on account of the close link between the goals of the strategy and those presented in the position paper.

EUR Strategy 2024:

*"Our mission is to make a **positive impact on societal challenges**. We strive to understand and make progress towards solving complex societal challenges, with alignment in our core activities of education and research and in close cooperation **with our partners locally and globally**. We aim to achieve our mission by being a research-intensive academic institution that develops and **shares excellent scientific knowledge and skills**. Our education helps students develop the skills required for the current and future job market and gives them the inspiration and ability to contribute to positive societal impact. Our research is driven by the curiosity of our scientific staff and a **strong focus on quality and relevance**. This leads to a research portfolio covering the full continuum from fundamental to more applied research, each essential in fulfilling our mission."*

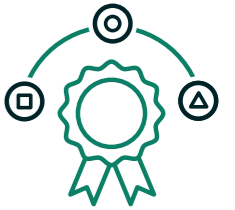
This is why the EUR framework on Recognition & Rewards focuses strongly on making a positive social impact through a wide variety of avenues and activities.

Social Impact: Creating social impact should be at the basis of all endeavours at EUR, which is why it is one of the five key areas of activity. Social impact informs all our research and teaching. Sometimes to a very large extent,

whereby core activities facilitate behavioural changes in society, but often more modestly by providing information (e.g. experimental research findings) to the next link in the knowledge chain. At EUR, we expect academics to undertake a certain amount of impact-related activities, such as perform socially relevant research, weave social impact into educational activities and channel knowledge to society through outreach activities. This is already happening on a large scale, but the specific activities need to be more widely acknowledged and appreciated, and made an integral part of the performance management cycle. In addition, we want to create room for impact-driven career profiles, in which academics develop their research and teaching in close collaboration with societal stakeholders (co-creation), or in which they pursue the entrepreneurial possibilities yielded by their research.

Open and responsible science: At EUR, we stress the importance of open and responsible science. We do so by encouraging activities demonstrating this value in all career paths and at every career level:

- We expect academics to make at least one version of any publication *open access* (open by default, closed if necessary; several levels of open access publication are available)
- We encourage academics to *share their research data* and other tools responsibly, and provide assistance for them in doing so
- We encourage academics to perform *transparent and verifiable research*
- We will promote the use and development of *open-source tools*
- We will develop and implement *evaluation procedures, policies* and support infrastructure related to open science
- We will increase the use of *research intelligence and responsible metrics* to assess scientific and societal contributions
- We expect all research projects to undergo an *ethics review* and we support academics in this regard.



GOOD PRACTICE



Promoting Open Science

Open access (OA) refers to research output that is distributed online, free to read, and with limited or no copyright restrictions. Popular options include: (i) Gold OA: content immediately available for free on the journal's website, often following the payment of a publication fee by the authors; (ii) Diamond OA: journals publish open access without charging authors (costs are covered by other entities, e.g., academic institutions); (iii) Green OA (self-archiving): independently of publishers, authors post a copy of their work in the institutional repository (or another trusted repository).

Different OA options allow researchers to get early feedback from peers and draw more attention to their work at little to no cost.

Open data refers to data underpinning scientific research results that has no restrictions on its access, with the aim of speeding up the transfer of knowledge, fostering collaboration and ensuring the verifiability of published findings. It requires a good understanding of legal and ethical principles (have participants been adequately informed? what are the possible risks?) as well as technical skills (e.g., for data anonymization and storage), and therefore needs to be properly recognized as an important research output.

We consider it vital that academics engaged in open science be recognized and rewarded. Consequently, we intend to develop a clear system for recognizing and rewarding such activity. In addition, we plan to invest in the development of sound infrastructure to support open and responsible science, including infrastructure for research data management support.

Scientific integrity, ethical review procedures and FAIR data are crucial pillars of scientific practice, and our related procedures, policy and support infrastructure continue to be developed on an ongoing basis. We encourage close interaction (co-creation) between academics and societal stakeholders. To support these actions, the Erasmus Research Services office provides knowledge transfer and business development support as well as regulations on working with third parties (Impact and Innovation regulation).

Procedures for academic recruitment and selection, and likewise for job promotion, will include information and criteria on social impact and open science. In addition, social impact and open science will become an important part of current employee assessments during the P&D cycle.

3c. Differentiating career paths and moving towards team science

Currently, individuals must meet the highest standards of research and teaching if they want a successful career in academia. In addition, they are expected to create (social) impact by engaging with stakeholders beyond the academic world and also training future generations of scientists. For doctors at Erasmus MC, this burden is additional to their core duties as physicians. These increasing expectations of performance, especially in the

competitive world of science, puts academics under increasing pressure and discourages people from pursuing a career in academia. All relevant parties are in agreement on the need to develop more differentiated career paths that allow academics to focus on one or two key areas of activity rather than five. We believe that the evolution in career path possibilities and perspectives needs to be accompanied by a transition from assessing the talents of the individual researcher to a balanced appraisal of the specific contribution (expertise and/or skills) of the individual in the context of a team. This section presents our view on the subject of career path differentiation and team science.

Differentiation of career paths: We recognize and value academics for having differing areas of expertise, competencies and skills, and stress that academic staff do not have to excel in all key areas of activity (research, education, social impact, leadership/management and patient care (for those at Erasmus MC) at any given time. During the career of an academic, focus may shift towards different areas and skills sets required for a specific function. The recognition of the diversity of strengths at an individual and team level is a necessary component of success for the **differentiation of career paths**.

We encourage the development of **alternative career paths** alongside the classic academic career path of postdoc, assistant-, associate- and full professor. These alternative career paths should offer scope for a new balance – or **mix-and-match** – in research, teaching, leadership/management, social impact and/or patient care responsibilities, and should create new opportunities to switch between career paths at different stages of a career (provided it fits the FSTMP). Therefore, it is important that the value of existing academic titles and the importance of experimental, curiosity-driven research not be degraded, and in this respect classic academic titles should always focus minimally on research and/or education.

The different career paths and, thereby, excellence in research, teaching, leadership/management, social impact or patient care (for Erasmus MC) are **equally important and must be recognized and rewarded to the same extent**. This also means that more academic promotions must be driven by excellent performance in the key areas of education, leadership, social impact or patient care. **It is no longer necessary to excel in all key areas for promotion**. And while research and teaching will remain important activities of an academic position, it is not necessary to excel in research and teaching to be promoted. The (minimum) performance criteria for the five key areas must be clear but may differ by faculty. Regardless of the career path, high standards of professionalism and adherence to codes of (research) conduct should always be assessed.

Develop more differentiated career paths that allow academics to focus on one or two key areas of activity rather than five

For PhD students, postdoctoral researchers, early career researchers (including those on a tenure track) and lecturers, the focus remains on research and teaching, but they should also have the **opportunity to place additional emphasis on (social) impact, leadership/management and/or patient care**, and should be recognized and rewarded for the activities they employ in these areas. Furthermore, we strongly encourage the development of specific career paths for academic staff in the position of assistant professor, associate professor and full professor. The precise moment at which career paths are offered may differ between faculties, for instance in respect of tenure track system employment.



GOOD PRACTICE



Differentiation of Career Paths

Erasmus School of Social and Behavioural Science (ESSB) is running a pilot study on career path differentiation. Five career-path profiles are currently available:

- Standard profile: 40% research/60% teaching
- Education-focused profile: 80% teaching/20% research
- Research-focused profile: 75% research/25% teaching
- Leadership/management-focused profile: custom-designed
- Impact-focused profile: custom-designed, but always linked to research or teaching activities and includes a strong emphasis on collaboration with societal stakeholders

All assistant professors (after ~4 years in a standard profile) and associate professors can express a preference for a focused profile. All profiles allow promotion from assistant to associate professor.

Supervisors of academic staff must **encourage the development of skills and talents of early career academic staff** matching the more diverse career paths available to mid-career and senior academic staff. In addition, they should refrain from putting emphasis on a vertical career path (heading to full professorship), and should instead widen the conversation to extol the virtues of horizontal career paths that allow for the deepening and broadening of knowledge.

Related to the above is the importance of also opening up for discussion the possibility for early- and mid-career academic staff to actively contribute to, and share responsibility in, management roles. Management roles relate to the managerial tasks within a faculty, department, research group or committee. Examples include operating as a department head, or educational or research director, and acting in a variety of committees within the institution or academic community. Currently, these positions are often occupied by full professors as one of the obligatory duties of this position. At EUR, we believe that certain management roles and membership of committees should be open to early-career,

mid-career and senior academic staff if it suits the person's talents and ambitions, rather than to senior academics only. We also believe it vital that managerial roles be fully recognized and rewarded during the performance management cycle and that academic staff have the opportunity to further develop their managerial skills by taking training courses and having the freedom to indicate their preference for a career path that emphasises managerial tasks.

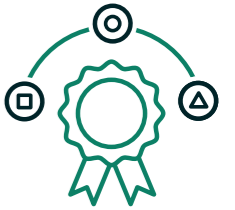
Team performance: A team is a group of employees that work under the supervision of a team leader on a specific set of tasks and is relatively autonomous in the way it fulfils these tasks. Examples include research groups, departments or newly formed teams. These tasks are in the key areas of education, research, social impact, management (within team or larger organisation) and, for Erasmus MC, patient care. Different competencies and qualities are needed for the accomplishment of these tasks, are these are often related to different career paths. Thus far, it is often the case that everyone in every team must excel in multiple key areas at the same time, and the focus of evaluation is on individual rather than team performance.

However, shifting the focus of evaluation to team performance allows you to mix people with different career paths, and therefore talents, and compose teams that possess all the qualities necessary to complete the required tasks at high levels of performance. Teams offer more room for specialization given certain needs and requirements and avoids the need for everyone to be a jack off all trades. Tasks assigned to a team (e.g. research and teaching activities and certain management tasks) determine the talents and skills needed of individual employees as well as the **composition of career paths within a team**. The right composition of academic and professional service staff/support staff allows you to achieve excellence in all key areas of activity.

We believe it important that all academics have a team within their faculty that they consider **"home base"**. This will often be the research group/department (or similar) in which they are appointed. In addition,

academics can and will have several other roles within teams inside and outside EUR, including multidisciplinary research/teaching groups, national or international consortia, and external non-academic companies or advisory boards.

To ensure successful team performance, it is important that both individual contribution to the home base team and that to the other teams be recognized and rewarded. We, at EUR, intend to invest in a performance management cycle in which academics are evaluated on the basis of individual performance, contribution to team performance and on overall team performance.



GOOD PRACTICE



Team Performance

In the drive towards a more differentiated fulfilment of professorial roles within our department, we, at RSM, began setting team-based goals and discussing each individual's contribution to achieve these goals as a collective of professors. We began the process by discussing each goal we hoped to achieve over the next three to five years and talked about how to turn the sum of these goals into a shared ambition for the entire team. Importantly, we also conducted a frank but fair and respectful peer feedback session during which the professors commented on multiple dimensions of each other's accomplishments, behaviour and approach to teamwork. This not only allowed us to set team-based goals and identify differentiated but complementary ways in which each professor could offer their contribution, but also set the stage for individual learning and development based on the feedback regarding the aforementioned accomplishments.

3d. Promoting leadership in academia

At EUR, we believe that good leadership and management are necessary and indispensable to success in research, teaching and creating (social) impact. Both factors are also required in the transition to more diverse career paths and to the evaluation of team performance. Thus, working towards a revised system for recognizing and rewarding academics and initiating a cultural change will not succeed without some attention to good leadership and management.

Leadership: EUR's perspective on the organisations' transition to the new strategic goals entails four key values that support this process and that are closely related to the Erasmian values, especially those regarding leadership (Strategy 2024, page 101). These values are:

- **Trust:** trusting our people in order to give them space and self-confidence, trust in their knowledge, skills and professionalisms, fewer rules and less bureaucracy (control), and allowing mistakes
- **Respect:** receiving respect by giving respect. Respect for each person's individuality and opinions, for talents and limitations, for other people's boundaries and your own. Respect also means honesty.
- **Transparency:** openness, visibility and accessibility in our organisation about: where we stand, where we are headed and the dilemmas we might face. Clear roles/responsibilities. Accountability for actions, results and behaviour.
- **Collaboration & connection:** these are key to achieving academic success and social impact! This is not only about the joining of knowledge and skills, but also the connection of people from a multidisciplinary and inclusive perspective and the sharing of goals and inspiration.

We believe that leadership is an important and essential skill that all academics must develop to a certain degree. Good leadership is necessary to the maintenance of an inclusive, healthy and safe work environment and for creating positive social impact. To this end, we encourage the development of **leadership skills for all academics**, from PhDs to full professors. These skills range in level from the supervision of students engaged in teaching activities to providing team leadership within a faculty, department or research group. Said skills must be recognized and rewarded during the performance management cycle and the requirement for their development should be stated in the formulation of individual development goals.

To support the development of leadership skills at all stages of an academic career, we have already made available a set of training courses (which include courses by the EUR Training and Development Platform (TOP) and the EUR Community for Learning & Innovation (CLI)), and more are in the pipeline. These courses are/will be open to all academics, and we actively encourage academics to take advantage of this provision, whether as part of their PhD programme or their post-promotion development.

In addition, we are investing in the development of (short, online) training modules designed to take academics through the revised Recognition & Rewards system and plan to integrate Recognition & Rewards in existing training courses for senior academics, as well as in those currently under development. Examples of existing courses include the Academic Leadership course, the Senior Leadership in Academia course, and other such courses/projects offered by TOP and CLI.

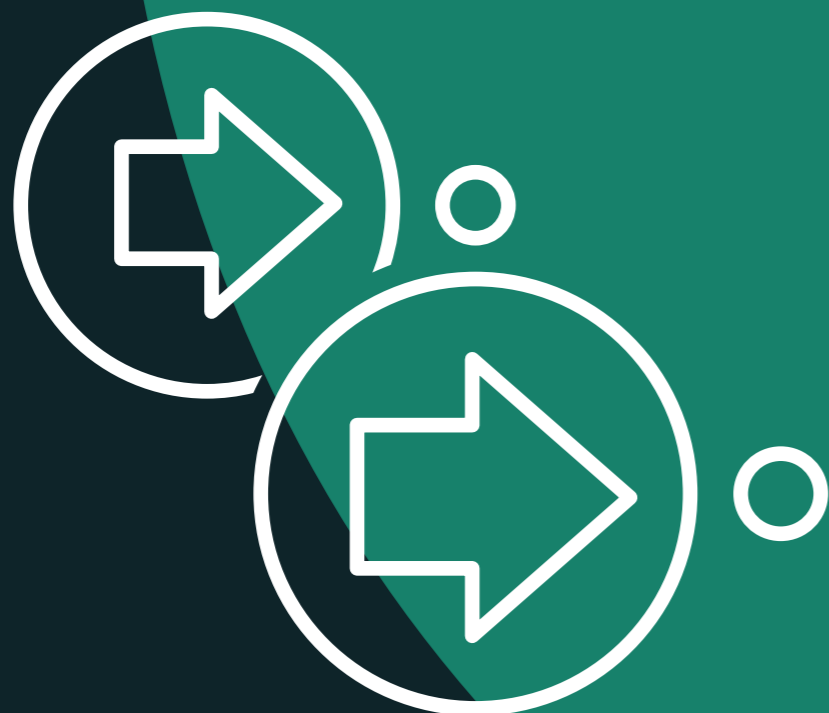
GOOD PRACTICE



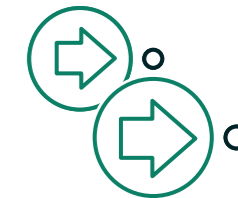
Leadership

Everyone at EUR is in agreement on the importance of good leadership for the success of the Recognition & Rewards initiative, and we are currently investing in the development of good leadership skills at all job levels. A variety of training courses are already available through the EUR Training and Development Platform (TOP) and within a number of faculties. And a new training course on leadership skills for senior academic staff (full professors) has recently been developed and introduced. "Senior Leadership in Academia", as the course is known, was developed in collaboration with the Recognition & Rewards core team and corresponds with the EUR framework on Recognition & Rewards. Finally, leadership was the main topic of the recent Executive Management Days event (April 2021). During the course of the event, executive managers (both academic and support-related) held in-depth discussions on the importance of good leadership and on the relation between leadership, Recognition & Rewards and social impact. They also outlined the first steps of the development of a vision on future leadership within EUR.

4. Next steps



Next steps



The journey to where we are today has been as follows: first, we introduced the idea of the cultural change required for the success of the new approach to recognizing and rewarding academics and highlighted the importance of these changes. Next, we outlined the EUR framework on Recognition & Rewards. This framework was developed in close collaboration with all the faculties and some of the support services, and it is widely supported by EUR management.

We intentionally developed a framework that would bring about an environment in which we move together in the same direction and that, at the same time, leaves room for its interpretation and implementation by individual faculties according to their field.

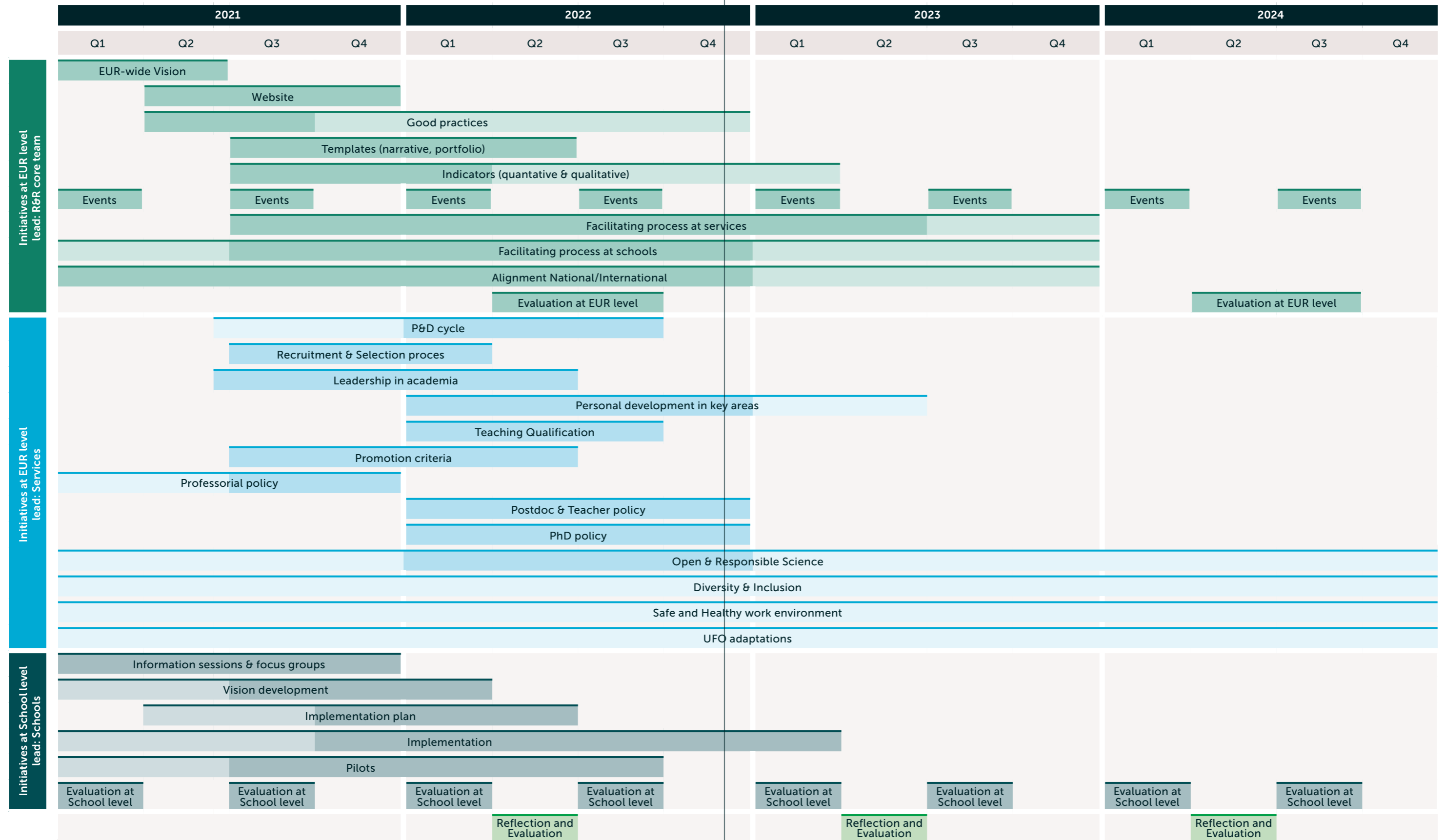
Following the agreement on the EUR framework, we must now formulate concrete steps on its implementation. This section presents a roadmap of said implementation. The process will take place at several levels (institutional as well as faculty), involves multiple champions (Recognition & Rewards core team, Services, Faculties) and is outlined in varying degree of concreteness and periods

in which steps are to be taken. The first important steps occur at three levels and have been clearly defined, but the concurrent cultural change required for the success of this project is an ongoing process in which further adjustments can and must be made on the basis of experience, evaluation, good practice and related societal changes. Consequently, the roadmap below is a work-in-progress and will undergo further improvement.

We move together in the same direction and, at the same time, leave room for its interpretation and implementation by individual faculties according to their field

4a. Roadmap

ROADMAP - IMPACT THROUGH RECOGNITION & REWARDS - ERASMUS UNIVERSITY ROTTERDAM



4b. Initiative at EUR level

Several steps will and need to be taken at an institutional level to advance this cultural change. We differentiate between steps in which the Recognition & Rewards core team takes the lead and those in which the team closely collaborates with support services, including Human Resources, Academic Affairs and Erasmus Research Services.

Lead: R&R core team

The Recognition & Rewards core team will take steps to create awareness for the cultural change required for the success of the initiative by developing a website with information about the project, examples of good practice at local, national and international level, and a toolbox of methods and examples that individuals, teams, faculties etc. can consult in implementing a revised system for recognizing and rewarding academics. The contents of the toolbox will include templates for narratives and portfolio evaluation and examples of responsible qualitative and quantitative indicators. Furthermore, we will organize events within the EUR community and facilitate the implementation processes at institutional and faculty level. Finally, we will ensure alignment with all other Dutch universities by actively participating in the national programme group and by keeping track of important national and international developments that are related to, or affect the cultural change regarding, Recognition & Rewards.

We differentiate between steps in which the Recognition & Rewards core team takes the lead and those in which the team closely collaborates with faculties and support services

Lead: Services (Human Resources, Academic Affairs and Erasmus Research Services)

As illustrated by the roadmap, several

implementation steps will be taken at an institutional level under the lead of Human Resources, Academic Affairs and Erasmus Research Services. The Recognition and Rewards project has a very strong HR component to the extent that many changes are related to the career development of academics. Thus, in close collaboration with the Recognition & Rewards core team, HR will initiate changes in:

- the Performance & Development cycle > adaptations to the evaluation form
- recruitment and selection procedures > include information on career paths, open science, social impact, etc.
- training and workshop provisions > e.g. provision for the development of leadership skills at all career levels, development of training on the evaluation of qualitative/quantitative indicators, development of workshops on (creating) social impact from research and education (in collaboration with the Evaluating Societal Impact project and Erasmus Research Services)
- teaching qualification criteria (in collaboration with CLI)

In addition, the core team will collaborate with Erasmus Research Services and the faculties to create awareness about, and promote, open and responsible science. Activities will include:

- the development of a broad set of qualitative and quantitative indicators to serve as examples for the faculties (ongoing and not exhaustive)
- providing examples of the use of research intelligence and responsible metrics
- further development of procedures and policies for scientific integrity, ethics review procedures and FAIR data
- development of infrastructure that supports academic staff in practicing open and responsible science

The core team will also collaborate with Erasmus Research Services, the faculties and the strategic projects pertaining to Evaluating Societal Impact and Impact at the Core in creating awareness of impact routes. Activities,

alongside other training and awareness campaigns, will include support in building public private partnerships for co-creation, scouting for and screening research ideas that can be commercialized, supporting faculties in creating spin-offs from said research, and providing support in writing impact paragraphs for grant proposals.

Finally, Human Resources, Academic Affairs and Erasmus Research Services have issued several policy documents (e.g. Professorial Policy (2021), PhD Policy (2021)) and initiated several projects (e.g. Diversity & Inclusion Office and Safe and Healthy Work Environment) over the last few months and years that are closely related to the cultural change required for the success of the Recognition & Rewards project. These departments will work in collaboration with the core team to ensure the continuous alignment of the aforementioned documents and projects with the implementation of the Recognition & Rewards initiative. Our experience in the coming years will inform any changes to existing policy documents.

4c. Initiatives at faculty level

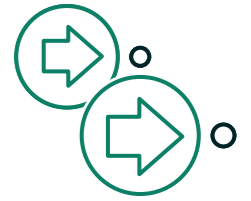
As stated, the EUR framework leaves room for interpretation by faculties. Consequently, the roadmap includes only a limited number of predefined steps for further implementation of Recognition & Rewards. However, we do define some minimal requirements that faculties must meet. First, we expect faculties to arrange information sessions for all their employees (both academic and support staff). We also stipulate the convening of focus groups for the purpose of generating in-depth discussion on how to proceed with Recognition & Rewards within the faculty. The output from these sessions can subsequently inform the development of a faculty-specific vision and implementation plan. To support faculty-specific implementation, we encourage and intend to facilitate the development and initiation of experimental pilot studies regarding Recognition & Rewards. Learning

by doing is crucial to making Recognition & Rewards concrete. Examples of good practice will be shared between faculties and support/assistance will be available from the core team. However, the faculties themselves will lead.

4d. Monitoring

Given the scale and scope of this cultural change, we expect the process to have a great impact on our university and its employees. It is therefore very important that we monitor the implementation of Recognition & Rewards at both the institutional level and that of the faculty. The core team, in collaboration with the Evaluating Societal Impact project, will develop a format for monitoring progress with each step and record the details of all the steps in coordination with the support services and the faculties (about twice a year, possibly in connection with the spring and autumn faculty evaluation sessions). In addition, the progress and development of the Recognition & Rewards project is included in the Strategy Monitoring activities.

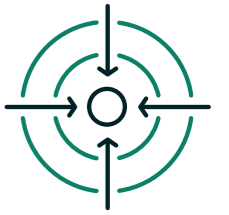
Besides developing an effective monitoring system, we must also provide room for reflection and evaluation of the outcome of our monitoring activities. These evaluation periods should be broadly defined, and the opportunity to contribute to their definition should be provided to all stakeholders involved in this cultural change (for instance by organizing one or two discussion sessions, conducting a survey and multiple interviews, etc.). The resulting information will be used to create a qualitative narrative that is substantiated by both (responsible) qualitative and quantitative indicators, reveals all successes, challenges and obstacles, and offers suggestions for adaptation and improvement. While this process will be initiated by the core team, we all share the responsibility to act and make a success of the cultural change required to bring the aims of the Recognition & Rewards project to fruition.



5. Challenges



Challenges



Although the cultural change regarding the Recognition & Rewards project is an important step forward for the academic community, we acknowledge that it is also a complex and challenging adjustment that raises many questions. In this section, we present some of the challenges encountered since implementation began on the initiative, not only at EUR but also at other universities. Identifying the challenges allows us to set a clear agenda for further discussion and development of the initiative.

Differentiated career paths

What options should be available to temporary staff such as PhD students, postdoc scholars and tutors/lecturers? How do we prevent gendered and unequal career paths and talent management (inclusive versus exclusive) and potential variance in rewards/payment between key areas of activity? Should a bare minimum notion of quality be defined in each key area, and if so, at which level?

representation of key areas of activity; and the potential for a mismatch between individual ambitions and feasible options within the team, department or faculty?

Combining qualitative and quantitative indicators and preventing bias

How do we achieve a good balance between qualitative and quantitative indicators? What is a good narrative, and should it only describe possible selves (image of potential future) likely to inspire academics to pursue a particular career? How do we prevent bias in the evaluation of qualitative indicators and narratives, and how much additional time/effort will this take?

The Recognition & Rewards project is an important, but complex and challenging, step forward for the academic community

Individual and team performance

How do we create a balanced working environment, one that, for instance, encourages individuals and teams to work together and, at the same time, compete? How should we recognize the varying preferences of working individually and collectively given that this differs between disciplines? What factors should be considered when forming teams? Might such factors include team size;

Internal and external labour market

How do the steps taken at EUR align with those taken at other universities, and likewise nationally and internationally? What if other universities undergo less of a change than we do or change at a different pace? How do we ensure that the qualifications of academics who choose differentiated career paths are recognised internationally when they leave EUR?

Financial implications

How will this cultural change influence the allocation of financial resources at different levels, for instance within departments, faculties and institutions, and at a governmental level? Will this cultural change help reduce workplace stress or is this problem largely the result of insufficient base funding and an overdependence on competitive external funding (2nd and 3rd money flow), whose application submissions constitute an excessive burden on academics? Do differentiated career paths perhaps call for a tightening of grant application policy?

Infrastructure and support

While we aim to bring about a cultural change, we must take measures to avoid the dangers of "box-ticking" and bureaucracy, which increase workplace stress. But what measures should these be? How do we create an environment that supports the entrepreneurial mindset and efforts to create social impact? Have we provided enough room for further development of the necessary infrastructure and support system?

Appendices



Appendices

1. At EUR

1a. Project organisation

A core team has been set up at EUR for the introduction of the revised system for Recognition & Rewards. This team consists of Prof. Dr. Victor Bekkers (academic lead), Dr. Bianca Langhout (project manager), Christien Bakker, MSc. (project secretary and policy advisor) and Roel Klaassen, MSc. (policy advisor). The Recognition & Rewards team will coordinate EUR implementation of the project in cooperation with various stakeholders. The aim of the project is to work towards a revised system for recognizing and rewarding academics. The national programme plan regarding Recognition & Rewards has 6 phases. The EUR core team has integrated these phases into the EUR Recognition & Rewards project plan:

- **Phase 1 - Research and formulate framework:** Formulate the framework through which the goals are to be translated to the organisation. Ambassadors within the organisation are selected and the university has selected departments where it can experiment with the new way of recognising and rewarding academics
- **Phase 2 - Freeing the imagination:** Investigate and gain trust in the new possibilities
- **Phase 3 - Add meaning:** Develop faculty-specific frameworks and implementation strategies (in close collaboration with managers, research groups, departments, etc.)
- **Phase 4 - Specify and develop:** Develop tools and criteria for Recognition & Rewards
- **Phase 5 - Implementation of new processes, systems and products:** Implement tools and criteria for Recognition & Rewards
- **Phase 6 - Consolidation:** Consolidate the change

The core team will coordinate the different lines of action to be implemented in different parts of the organisation. These actions include an EUR framework on Recognition & Rewards, the development of tools and criteria, and the creation of toolkits for system implementation within faculties and support services at EUR.

1b. Committee and Workgroup members

For the development of an EUR framework on Recognition & Rewards, the core team formed a committee and workgroup with representatives or ambassadors from every faculty and a number of key support services (Academic Affairs, Human Resources and Erasmus Research Services). Between June 2020 and May 2021, the committee and workgroup met regularly for an open and in-depth discussion on the five goals presented in the position paper. These meetings resulted in a widely supported EUR framework for Recognition & Rewards. Concepts of this framework were shared with faculty and support service management teams, as well as with other important internal stakeholders on two or three occasions, with requests for feedback.



Committee members

Name	Position	Faculty/Service
Albert Wagelmans	Full professor	Erasmus School of Economics
Amanda Brandellero	Associate professor	Erasmus School of History, Culture and Communication Young Erasmus Academy
Bas Groot Koerkamp	Clinician	Erasmus Medical Center
Brigitte Widdershoven	Director	Academic Affairs
Celinka Roovers-Werkman	Manager HR Policy	Human Resources
Daphne van de Bongardt	Assistant professor	Erasmus School of Social and Behavioural Science Young Erasmus Academy
Henk Bolk	Manager HR	Erasmus School of Law
Irene van Staveren	Full professor	International Institute of Social Studies
Jurgen Martijen	Full professor	Erasmus Medical Center
Liesbeth Noordegraaf-Eelens	Full professor	Erasmus School of Philosophy
Maartje Luijk	Full professor	Erasmus School of Social and Behavioural Science
Margo Strijbosch	Director	Erasmus Research Services
Mariangela Lavanga	Assistant professor	Erasmus School of History, Culture and Communication
Martina Buljac	Assistant professor	Erasmus School for Health Policy and Management
Peter Roosenboom	Full professor	Rotterdam School of Management

Workgroup members

Name	Position	Faculty/Service
Adrian Cohen	Policy advisor	Erasmus Medical Center
Anita Iftekaralikhani	Policy advisor	Erasmus School of Economics
Elissaios Papyrakis	Policy advisor	International Institute of Social Studies
Geert van den Hoek	Policy advisor	Erasmus School of Social and Behavioural Science
Henk Bolk	Manager HR	Erasmus School of Law
Hiske Meerman	Director HR	Rotterdam School of Management
Katarina Putnik	Policy advisor	Human Resources
Marinte Smit	HR business partner	Erasmus School of History, Culture and Communication
Roel Klaassen	Policy advisor	Academic Affairs
Stella Joosten	HR business partner	Erasmus School for Health Policy and Management
Ticia Herold	Head deans office	Erasmus School of Philosophy
Tung Tung Chan	Research intelligence advisor	Erasmus Research Services

1c. Stakeholders

The core team is closely linked to several projects and initiatives within EUR to ensure proper embedding with other (existing and planned) projects and processes. Also, the core team is part of a national network accommodated at

the VSNU to ensure alignment between knowledge institutes and to exchange experiences and good practices. Finally, the core team makes sure that they keep abreast of international developments related to Recognition & Rewards.

Erasmus University Rotterdam core team Recognition & Rewards

Initiated the development of EUR Framework on Recognition & Rewards

Management Team off all faculties

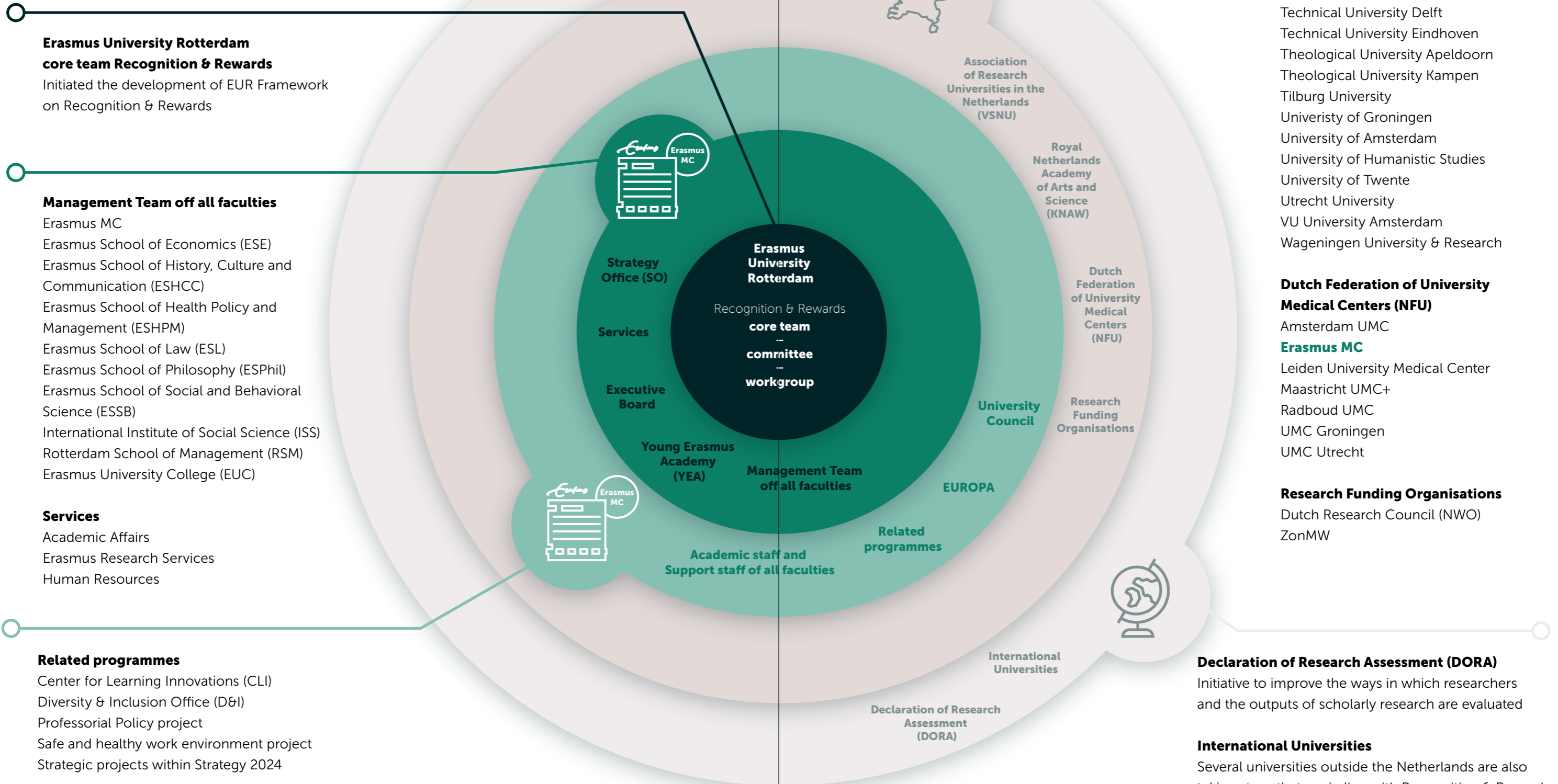
Erasmus MC
 Erasmus School of Economics (ESE)
 Erasmus School of History, Culture and Communication (ESHCC)
 Erasmus School of Health Policy and Management (ESHPM)
 Erasmus School of Law (ESL)
 Erasmus School of Philosophy (ESPhil)
 Erasmus School of Social and Behavioral Science (ESSB)
 International Institute of Social Science (ISS)
 Rotterdam School of Management (RSM)
 Erasmus University College (EUC)

Services

Academic Affairs
 Erasmus Research Services
 Human Resources

Related programmes

Center for Learning Innovations (CLI)
 Diversity & Inclusion Office (D&I)
 Professorial Policy project
 Safe and healthy work environment project
 Strategic projects within Strategy 2024



Association of Research Universities in the Netherlands (VSNU)

Erasmus University Rotterdam

Leiden University
 Maastricht University
 Open University
 Protestant Theological University
 Radboud University
 Technical University Delft
 Technical University Eindhoven
 Theological University Apeldoorn
 Theological University Kampen
 Tilburg University
 University of Groningen
 University of Amsterdam
 University of Humanistic Studies
 University of Twente
 Utrecht University
 VU University Amsterdam
 Wageningen University & Research

Dutch Federation of University Medical Centers (NFU)

Amsterdam UMC
Erasmus MC
 Leiden University Medical Center
 Maastricht UMC+
 Radboud UMC
 UMC Groningen
 UMC Utrecht

Research Funding Organisations

Dutch Research Council (NWO)
 ZonMW

Declaration of Research Assessment (DORA)

Initiative to improve the ways in which researchers and the outputs of scholarly research are evaluated

International Universities

Several universities outside the Netherlands are also taking steps that are in line with Recognition & Rewards

1d. Strategy 2024 – Creating Positive Social Impact

*“Our mission is to make a **positive impact on societal challenges**. We strive to understand and make progress towards solving complex societal challenges, with alignment in our core activities of education and research and in close cooperation **with our partners locally and globally**. We aim to achieve our mission by being a research-intensive academic institution that develops and **shares excellent scientific knowledge and skills**. Our education helps students develop the skills required for the current and future job market, and gives them the inspiration and ability to contribute to positive social impact. Our research is driven by the curiosity of our scientific staff and **a strong focus on quality and relevance**. This leads to a research portfolio covering the full continuum from fundamental to more applied research, each essential in fulfilling our mission.”*

The starting points and goals as described in the position paper, as well as the agreements made to achieve these goals, are in line with the mission set by Erasmus University in *Strategy 2024, Creating Positive Societal Impact*. The revised system for recognizing and rewarding academics can be regarded as one of the initiatives required for EUR to successfully realize its strategic ambitions in the following areas:

- **Fostering our identity around social impact** > which focuses on the aim to be widely recognised as a responsible and reliable partner with a unique profile defined by our core disciplines as well as our dedication to social impact, both locally and globally
- **Embedding excellent academic research in society** > which focuses on important aspects of Recognition & Rewards (such as investing in teamwork and talent management, valuing interdisciplinarity and open science, and emphasizing quality of research over quantity)
- **Investing in our people for the future** > which focuses on the crucial (human resources-related) preconditions for implementing a revised system of

Recognition & Rewards (“It is vitally important to explore, encourage and unlock the diverse potential of all our talented staff.”)

- **Making the most of our interdisciplinary potential** > which focuses on building on our existing interdisciplinary efforts and encourages further interdisciplinary alignment and collaboration in education and research

In *Strategy 2024*, EUR states that the creation of social impact should be at the basis of all of the university’s activities. Social impact is thus identified as one of the university’s five key areas of activity, alongside research, education, leadership and, for Erasmus MC, patient care. Academic staff that create social impact will in future be widely recognized and highly rewarded. Social impact will become an increasingly important part of the assessment of current employees during the P&D cycle and of job promotions for academics. EUR also aims to create positive social impact in collaboration with partners locally and globally. Academics should be recognized and rewarded for their contributions to teams, departments, consortia, institutions, organisations and any form of team at and outside EUR. In addition, EUR actively encourages the practice of open and responsible science, and academics that heed this call should be recognized and rewarded for their efforts. Furthermore, EUR prides itself on rethinking conventional criteria for assessing research performance and recognizing and rewarding academics for their efforts in this area, choosing to focus on quality, content and creativity rather than quantity. Finally, EUR is creating differentiated career paths for academics and recognises the importance of leadership in academia. The university supports leaders in developing inclusive, high-performing teams and in fostering a healthy and positive working environment. All of which ties in with the objectives of the position paper on Recognition & Rewards and provides a solid basis for the development and implementation of a revised system for recognizing and rewarding academic staff.

Appendices

2. At National level



Room for everyone's talent

toward a new balance in the recognition and rewards of academics

2a. Position paper: Room for Everyone’s Talent

The subject of Recognition & Rewards has been high on the agenda in the Netherlands since the country’s knowledge institutions and research funding bodies (VSNU, NFU, KNAW, NWO and ZonMw) published the joint position paper *Room for everyone’s talent: Towards a new balance in the recognition and rewards of academics*. In this paper, the parties involved express a desire to recognize and reward academics from a broader perspective on their work. By which they mean, less emphasis on quantitative indicators such as number of publications and more on performance in other key areas, such as education, social impact, leadership and, in connection with University Medical Centres, patient care. The parties are unanimous in agreement that this broader form of recognition and rewards is better suited to the current tasks of knowledge and educational institutions and to what society demands of these institutions. The main goal, as described in the position paper, is:

...to develop a system of recognition and rewards of academics and research that:

- *enables the differentiation and vitalisation of career paths, thereby promoting excellence in each of the key areas;*
- *acknowledges the independence and individual qualities and ambitions of academics, as well as recognising team performance;*

- *emphasizes quality of work over quantitative results (such as number of publications);*
- *encourages all aspects of open science; and*
- *encourages high standards of academic leadership.*

2b. Programme plan: Recognition & Rewards (VSNU)

To achieve the aforementioned objectives, the parties have drawn up a common programme plan. The transition programme will be supervised by a steering group consisting of representatives from VSNU, NFU, KNAW, NWO and ZonMw. VSNU and NFU have agreed to work in tandem regarding the transition at research universities and university medical centers. A supervisory body will be convened for this purpose.

The parties aim to realize a fundamental change in behaviour and leadership regarding the recognition and rewards system for academia and academics. This is a challenge that will require time and resolve. The first step in the programme is to develop a vision of the desirable behaviour and culture, both shared and within the various organisations. This will require a translation of the aims described in the position paper to our own organisations. Next, this vision must be articulated in terms of the necessary changes to systems, structures, capacity and criteria required to shape and enforce the new behaviour. Developing such

criteria too early in the process, without a clearly developed vision, risks changing the rules but not the game, which would result in academics, committees and managers engaging in the old habit of box-ticking, just with slightly different rules. This would be accompanied by no change in the sort of behaviour that results in excessive workloads, a poor work-life balance, and a waste of talent. For this reason, the initial phases of this programme plan emphasize developing a coherent vision and freeing the imagination.

To gain staff support for this transition, staff members will need to be given reason to believe that their managers will work to achieve the stated aims through specific policies, leadership and their day-to-day practice. Time has therefore been reserved within the various phases of the programme to build shared confidence in the envisaged transition and in the possibilities offered by the changes. This will provide the parties involved the will (and the courage) to engage in the transition. The phases will overlap and timelines may differ according to organisation.

Phase 1. Researching and formulating a vision:

Committees will be established to investigate how the aims could be achieved both within and outside of their own organisation and to consult with fellow academics. They will formulate a broadly supported vision in which they translate the objectives described in the position paper to their own organisation. Throughout this phase, they will take inspiration from best practices within and outside their organisation and share knowledge and working practices with other organisations. They will also run experiments to “practice” the new behaviour.

Phase 2. Increasing the power of imagination and experimenting:

In tandem with the vision-formulation phase, all involved organisations will begin focusing on activities to enhance their imaginative capabilities. These activities will be geared towards exploring and boosting confidence in

new opportunities, improving the visibility of initiatives that are already under way and generating enthusiasm for the new situation.

Phase 3. Adding meaning:

In this phase, managers, research groups, sections and departments will be called upon to take active steps towards implementing the vision within their own organisation. Questions they will ask themselves include: Which talents do we want to support? Which careers would we like to encourage?

Phase 4. Specifying and developing:

This phase will see the development of the supporting products and criteria for a Recognition & Rewards system. SEP and DORA will be implemented, new profiles will be written, assessment criteria will be elaborated and training courses will be developed. Assessment and review committees will be shown how to apply the new criteria. These new systems and structures have the aim of encouraging the desirable behaviour.

Phase 5. Implementing:

The new support systems will become embedded in daily activities and considerations. Academics may be confident that the assessment criteria adopted by managers, research assessors and research funders will lead to recognition and reward of their new behaviour. Wherever necessary, organisational structures will be amended to facilitate team success.

Phase 6. Consolidating:

In this phase, efforts will be required to ensure that the new behaviour becomes ingrained. The various parties will be working closely together throughout this process, and the steering group will be responsible for monitoring cohesion and encouraging parties to persevere in their actions and remain mutually consistent. Steps will also be taken to involve international parties and inspire adoption in other countries.

2c. Organisation: VSNU

Steering group:	Representatives of VSNU, NFU, KNAW, NWO and ZonMw
Committees:	Chair: professor, project leader For the composition of the committees, the following roles are optional. <ul style="list-style-type: none"> • Academic(s) • If present: academics with expertise in relevant areas such as HR, change management, science and technology studies, educational innovation • HR • Communication • Education, research and/or impact policy adviser(s)
Programme team:	Steering group programme manager/secretary, communication/ planning/change management experts, representatives drawn from various organisations
Expert groups:	The programme team will identify experts to serve as sounding boards and to elaborate common frameworks and products.



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