

Room for everyone's talent

Towards a new balance in the
recognition and rewards of academics



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Room for everyone's talent

towards a new balance in recognising and rewarding academics

> Diversifying and vitalising career paths

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



> Achieving balance between individuals and the collective

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



> Focusing on quality

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

> Stimulating open science

We encourage academics to share their research outcomes with society.



> Stimulating academic leadership

We attribute good academic leadership at all levels.



Position paper

- In November 2019, the Dutch Universities published the position paper 'Room for everyone's talent' together with Dutch public knowledge institutions and funders of research (VSNU, NFO, KNAW, NWO and ZonMw)
- We aim to realise a fundamental change in behaviour and leadership regarding the recognition and rewards systems in academia

Why do we need a change in recognition and rewards?

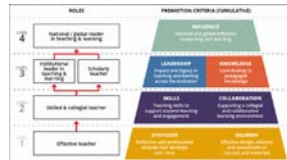




Why a change is needed



The Dutch context: converging agenda's



- Ambitious Open Science Agenda
- Science in Transition movement
- Concerns over work pressure / pressure on system
- Career tracks with emphasis on teaching

What do we want to change?



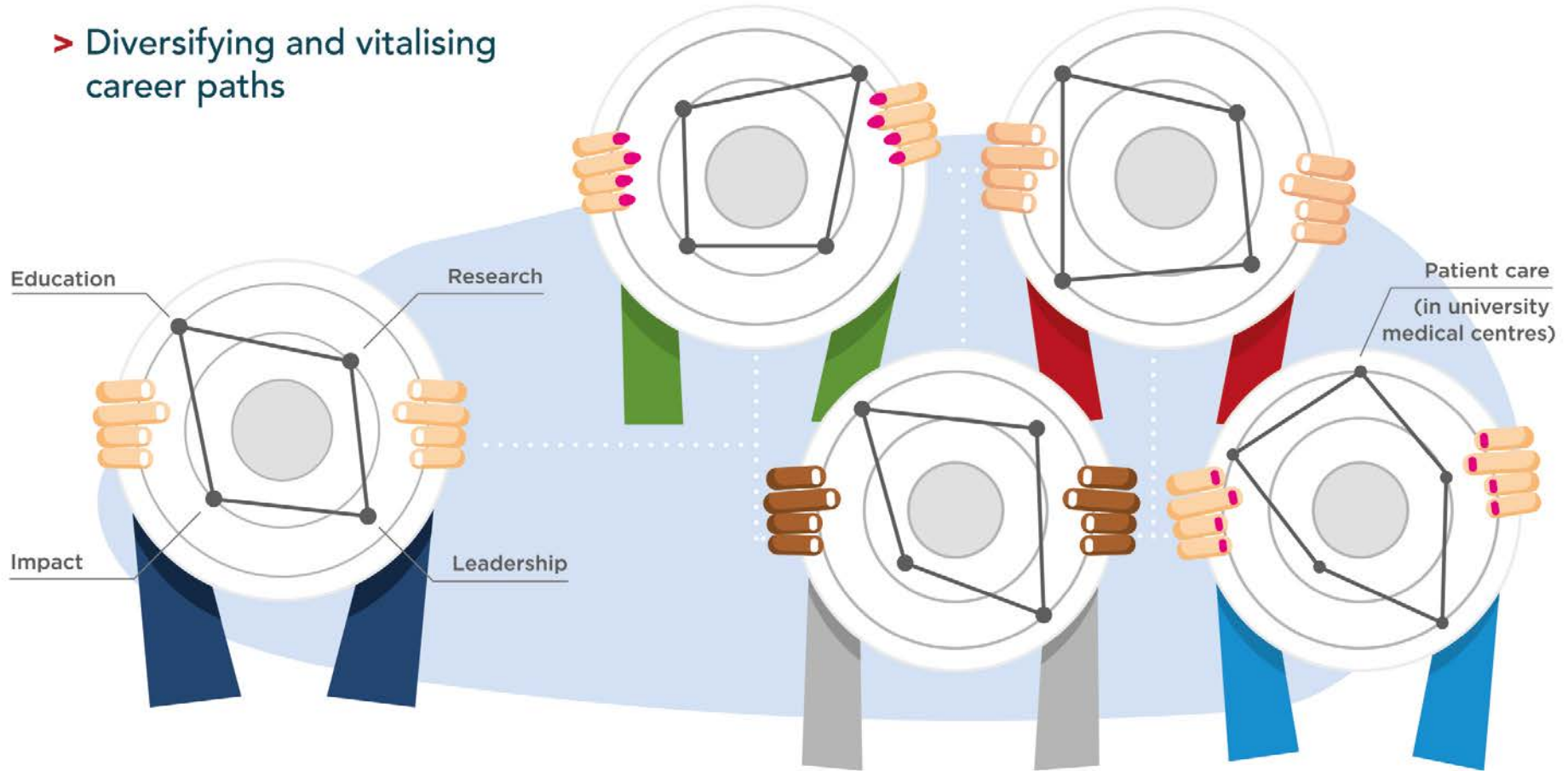


What we want to see as a result

- A healthy and inspiring working environment
- Scientists are valued for their particular talent, be it education, research, leadership, impact or patient care. Careers are possible on the basis of each of these activities, rather than research only
- People are enjoying their work and are no longer stressed by the pressure of producing publications, as research exposure through other channels will be possible and valued
- Science is practiced in teams and all team members receive credit for the team result
- And last but not least, the recognition that academics receive needs to reflect what society expects from science



> Diversifying and vitalising career paths



How do we want to achieve this change?





Our approach to achieve this change

- The desired cultural change is a fundamental change of beliefs; not just a change in the rules of the game
- To achieve this, a broad dialogue in academia is needed
- Sharing good practices and experimenting will initiate the desired movement
- A good balance between giving room for ideas (diverging) and bringing together good practices (converging) in a joint framework is needed
- Investing in leadership is the basis of the intended change; HR has an important facilitating role

Co-chairs



Recognition & Rewards programme board



Programme team



KNAW



ZonMw

Theologische Universiteit Apeldoorn



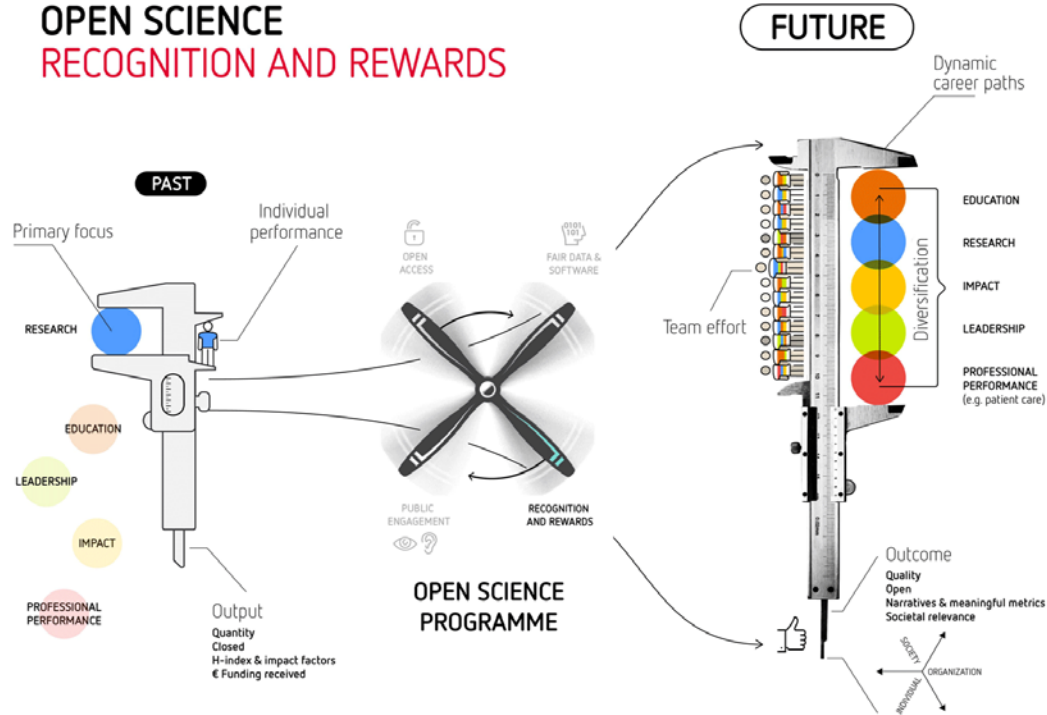
Recognition & Rewards committees



Institutions translate position paper to own organisation



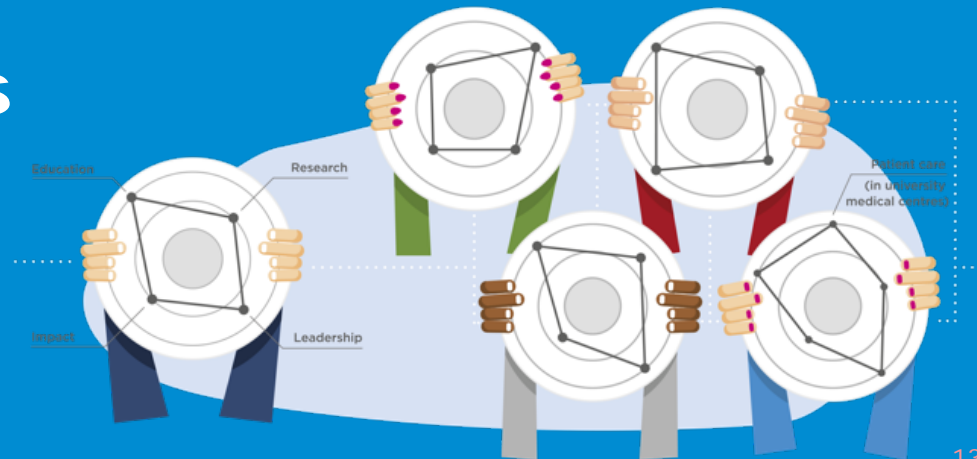
OPEN SCIENCE RECOGNITION AND REWARDS



Room for Everyone's Talent: The Tilburg University Ambition



Enable diversification of career paths: Teaching careers





Maastricht University Education Narrative (Proposal)

Every teacher has to fulfill different roles that require a set of related competencies. We have described these competencies as six roles:

1. **Expert:** well educated and an expert in their academic field, and is able to make this body of knowledge accessible for a student audience;
2. **Educator:** focused on the student, with a focus on the student's active involvement and empowerment;
3. **Leader:** strong educational leadership;
4. **Scholar:** experience in conducting educational research;
5. **Innovator:** an innovator of education;
6. **Collaborator:** a bridge builder and someone who makes connections.



A teacher can choose on their own path in these roles but requires a basic level of competence in each.



Maastricht University Education Narrative (Proposal)

Proposals for implementation:

- Flexible teaching careers with diverse options for personalized development;
- Learning communities in which educators help each other develop through sharing knowledge and experiences;
- The institutionalization of lifelong learning.

Current initiatives Maastricht University:

- FHML Educational Career Policy;
- The Inspiring Educational Leadership (LEM) programme;



Let's move together!





Some interesting references

- Position paper 'Room for everyone's talent: towards a new balance in the recognition and rewards for academics',
- Youtube playlist Recognition & rewards
- Summary of Career Framework for University Teaching (Ruth Graham)
- Video's showcasing five countries reforming university reward and recognition systems. Although each takes a different approach, all incorporate a major focus on improving the evaluation and reward of university teaching
- CREATES policy paper 'Policies for realising responsive, engaging, active, and tailored education with students'
- <https://www.tilburguniversity.edu/current/news/more-news/program-recognition-and-rewards>
- <https://www.utwente.nl/en/organisation/about/shaping2030/documents/manifesto-shaping-individuals-and-teams.pdf>
- <https://www.uu.nl/en/research/open-science/tracks/recognition-and-rewards>



Thank you for your attention!

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