Room for everyone's talent
Towards a new balance in the recognition and rewards of academics

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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, NFU, KNAW, NWO and ZonMw).

Our initiative strives for greater diversity in career paths with a clear profile in education, research, impact, leadership or patient care.
Credits

- Ruth Graham
- Jan van der Veen
- International Advancing Teaching network
Why do we need a change in recognition and rewards?
Why a change is needed

What we aim for

What we reward
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
1. Enable **diversification and vitalisation of career paths**, thereby promoting excellence in each of the key areas (education, research, impact, leadership and patient care)
2. A better balance between individual and team performance

Inspire cooperation between organizations, disciplines and within teams (Team Science)
3. More focus on **quality of work** over quantitative results

Good **scientific research** increases scientific knowledge and makes a **contribution to solving societal challenges**
4. Open Science becomes the norm and stimulates interaction between scientists and society

Stimulating Open Science means recognizing and rewarding other aspects of research (in addition to publications), such as datasets or software, as important research outputs.
5. More emphasis on the value of academic leadership to set the course in research and education, to achieve impact, and to ensure that teams of academics can do their work as well as possible.
How do we 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
Institutions translate position paper to own organisation
Enable diversification of career paths: Teaching careers
3 Teaching Careers

Higher education institutions should give more weight to teaching achievement when making decisions about the hiring, tenure and promotion of faculty. This will require a revision of HR policies and the creation of a framework for assessing contributions to teaching and educational innovation. Such changes will see excellence in teaching rewarded and incentivised, contributing to a cultural shift in academia in which educational achievements are appropriately valued. This will further the implementation of educational innovations, such as the ones CREATES champions.

Missing recognition for educational excellence and innovation

In many higher education institutions, educational excellence and innovation are insufficiently recognised in HR policies. Oftentimes, hiring decisions do not prioritise an applicant’s interest in and aptitude for teaching. Moreover, academics who focus on teaching generally have fewer career possibilities compared to those who focus on research. This disincentivises educational innovation and improvement. Hence, it is important to create explicit HR criteria to recognise and reward teaching achievement throughout academic careers and to develop teaching-focused career tracks that are equal in status to research-focused career tracks.
Teaching Career Framework

**ROLES**

**LEVEL 4**
- National / global leader in teaching & learning

**LEVEL 3**
- Institutional leader in teaching & learning
- Scholarly teacher

**LEVEL 2**
- Skilled & collegial teacher

**LEVEL 1**
- Effective teacher

**SPHERES OF IMPACT (CUMULATIVE)**

- National / global education community
- Local or institutional education environment
- Academic colleagues
- Students
Professional Development @ University of Twente

- Educational Leadership Programme
- CEE Projects & Fellowships
- SKO / Senior University Teaching Qualification
- Educational Masterclasses & Leadership Programme (ECIU)
- Teaching and inspiration workshops
- BKO / Basic Teaching Qualification
- Teaching skills for PhD students
- Effective teacher
- Skilled & collegial teacher
- Institutional leader in teaching & learning
- Scholarly teacher
- National / global leader in teaching & learning

Levels:
- Level 1
- Level 2
- Level 3
- Level 4
International Advancing Teaching network

- Teaching Career Framework
- Roadmap for Change
- Implementation examples
- Watch the videos by Ruth Graham:

National collaborations

This set of videos showcases five countries that have established, or are in the process of establishing, national collaborations to reform 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.

Introduction
Sweden
Malaysia
Denmark
Norway

Coming soon: Netherlands

www.advancingteaching.com/resources/
Conclusions Teaching Cultures Survey (n=15,000+)

1. University teaching is widely regarded to be undervalued
2. Barriers to changing academic career pathways and reward systems exist
3. However, there is widespread support for positive change
Let’s move together!
Thank you for your attention!

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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**