



REPORT

Recognition & Rewards Culture Barometer

First measurement report

68463 – 26 April 2024

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Photography: [Boris Cremers](#) on behalf of UNL

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CHAPTER 1

Introduction

1.1 Reason for the report and key question

Dutch universities, university medical centres, research institutes and research funders launched the Recognition & Rewards programme in 2020. Through the Recognition & Rewards programme, these parties are working towards a new balance in the way in which academic work is recognised and rewarded, ensuring that everyone's talent counts. Together, they aim to recognise and reward the work of academics (in the broadest sense of the word) by paying more attention to the diverse contributions of each person in the different domains (research, teaching, impact, leadership and patient care) in which academics work, and to collaboration within teams. Many academics feel that there is an overly one-sided emphasis on quantitative and individual research performance, as a result of which activities in other areas regularly receive insufficient attention.

To shape this broader approach to Recognition & Rewards, the Universities of the Netherlands (UNL), the Netherlands Federation of University Medical Centres (NFU), the Network of Ideologically-based Universities (NLU), the Royal Netherlands Academy of Arts and Sciences (KNAW), the Dutch Research Council (NWO) and ZonMw collaborated on a *position paper* entitled 'Room for everyone's talent: Towards a new balance in the recognition and reward of academics'. This paper set ambitious goals that required a substantial change in the way scholarship and academics are recognised and rewarded. This in turn involved a profound culture change.

To achieve the stated goals of Recognition & Rewards, the parties involved jointly launched a change programme. It is important to gain insight into the extent to which the goals that were set are actually being achieved, where adjustments may need to be made, what the causes are of the achievement or non-achievement of goals and what staff members' experiences and perceptions are. For this reason, the 'Recognition & Rewards Plan 2022–2026' introduced a culture barometer. The dual purpose of this culture barometer was stated as:

1. Assessing the extent to which academics recognise, experience and share the ambitions of the Recognition & Rewards programme and the associated workplace behaviour (within their own institution)
2. Providing insight into the extent to which the envisaged culture change over the duration of the programme is progressing.

The culture barometer will be conducted twice, in a similar way: the first culture barometer in early 2024 and a follow-up measurement in 2026. The first culture barometer was conducted by Berenschot. The follow-up measurement will also be conducted by Berenschot, based on the same questionnaire. All institutions within the Recognition & Rewards programme were involved in the preparation and implementation of the Culture Barometer. A guidance committee advised Berenschot and the Recognition & Rewards programme team and discussed the draft report. This report presents the results of the findings. We note that the culture barometer is not a scientific study, but a representation of the current state of the Recognition & Rewards programme, providing insights for the programme and its stakeholders based on a carefully designed questionnaire.

1.2 Research design and implementation

Creating the questionnaire

A carefully designed questionnaire was created in collaboration with the guidance committee, which comprised five project leaders or HR directors from different institutions and the Recognition & Rewards core team. In addition, the project leaders from all of the institutions involved were regularly updated on the progress made, and were able to give input on the process and the content of the questionnaire through the guidance committee. This was done through a digital feedback round in which all institutions responded to the draft of the questionnaire, and in a meeting of the Recognition & Rewards programme in which the content of the questions was discussed for each set of questions in turn.

In addition, questionnaire experts were consulted, and a professional translation agency translated the questionnaire into English to make it accessible to all academic staff. The full questionnaire, in both Dutch and English, can be found in Annex 3 and Annex 4.

Implementation of the questionnaire

The target group for the study was defined as ‘people working as academics at the institutions involved’. One questionnaire was prepared for this target group. The survey was administered by the institutions themselves via an email provided by Berenschot with a link to the questionnaire. The questionnaire was open between 22 January and 11 February 2024. Institutions could decide which two weeks within this three-week period would be the response period they would announce to their staff. After a week, Berenschot shared an update with the participating institutions on the response rate by institution, and most institutions sent out a reminder email. One institution chose not to administer the questionnaire.¹ Once the questionnaire had closed, we analysed the data obtained.

Response

The questionnaire was implemented at 26 institutions, with a total population of 65,142 academic staff.² The response rate for each institution ranged from 4% to 52% (the latter was for a small institution). Half of the institutions had a response rate of over 12%, with the other half below that number. 11,733

respondents completed at least part of the questionnaire; 7,929 completed the questionnaire in full. We cleaned up the data, removing respondents who were not part of the target group, for example because they were not academic staff.

After performing this recoding, we were left with 7,863 respondents. The questionnaire was sent to at least³ 65,142 potential respondents from the different institutions. We found that 18% of potential respondents started the questionnaire, and 12% completed it. This brings the completion rate to 67%: two-thirds of respondents who started the questionnaire also completed it.

The overall response rate (7,863 respondents included compared with 65,142 staff members in the population) works out at **12.1%**. This is in line with the target response rate of 12%. We chose this response rate so that we would have enough variation across all job categories and subject areas to be able to make statements about each target group. Because the response rate varied by institution, this is not the case for all institutions. In terms of the implementation of the questionnaire, we noticed that the response rate was significantly higher at institutions where a lot of attention was given to the questionnaire than at institutions that distributed the questionnaire later, gave less time to respond and sent out fewer reminders.

Non-response rate

Based on the data on non-selected respondents, we identified the extent to which the picture we present in the findings is representative. We compared the respondents who did not complete the questionnaire with those who did. Respondents who stopped early were less likely to be familiar with the Recognition & Rewards programme than respondents who completed the questionnaire. Respondents who were already familiar with the programme were thus more likely to complete the questionnaire. Respondents who stopped early were less likely to have received communications from the institution about the programme.

The respondents who completed the questionnaire generally feel less recognised and rewarded for the work they do. A tentative conclusion is that people who are more in need of the programme, because they feel less recognised and rewarded, are more likely to fill in the questionnaire.

¹ The Open University had a different starting position in terms of Recognition & Rewards to other universities. This university chose not to distribute the questionnaire to its academic staff.

² This refers to all staff employed by the institution to perform an academic function, such as professors, teachers and PhD candidates.

³ Not all institutions provided population data or were able to identify their entire population base. We know that there were at least 65,142 potential respondents in the population, but this number could be slightly higher. Because this was a small institution and we received data from nearly all the institutions, the difference is not expected to be large.

Representativeness

There are 51% men in the population and 49% women. Men and women are evenly divided in the responses, with both accounting for 47% (5% preferred not to indicate their gender; 1% selected 'non-binary or none of the above'). The responses are therefore representative in terms of male-female distribution. The 25–35 age group is by far the largest in the population (44%), but it makes up a significantly smaller proportion of responses (27%). Academics in the 25–35 age group are thus underrepresented. The 40–45 age group is slightly overrepresented.

Professors are overrepresented in the responses, as are associate professors (senior lecturers)⁴ and assistant professors (lecturers) to a slightly lesser extent. PhD candidates are underrepresented. This matches the picture for age; the two are also highly correlated. We can see from the results that PhD candidates (who appear more frequently in this age group) are much less familiar with the Recognition & Rewards programme. This may be a reason for their underrepresentation in the responses.

More than a third (35%) of the population are academics in the Healthcare subject area. This subject area produced the largest proportion of responses, but less than its share of the population (25%). Natural and Life Sciences are slightly overrepresented, as are Behavioural and Social Sciences. Technology is slightly underrepresented. The other subject areas are reasonably well represented in the responses.

Interpretation of the findings

Because all academics were approached through the institutions (the entire population), there was no sampling. Respondents were not preselected in a random sample and were able to choose for themselves whether or not to participate in the questionnaire. There is therefore a potential selection bias. Firstly, institutions were able to choose to widely publicise the questionnaire and send a reminder, which improved the response rate. Secondly, we noticed that certain categories of respondents were more likely to complete the questionnaire. These included:

- relatively older respondents,
- professors, associate professors and assistant professors,
- respondents from the Natural and Life Sciences and Behavioural and Social Sciences,
- respondents who were already familiar with the Recognition & Rewards programme before the questionnaire was sent out, and

- respondents who feel less recognised or rewarded.

Accordingly, we cannot establish with certainty that the results are representative of the population and therefore cannot generalise the results to the entire population. It is worth bearing these selection effects in mind when reading the findings. Since we had enough respondents in the different response categories, we can still make valid statements about the differences between categories and the state of the Recognition & Rewards programme for a large part of the academic population.

We analysed the quantitative results using the software program SPSS. In this document, we present descriptive statistics of these findings. In the sections below, we explain the types of tables and graphs we have used for this purpose. We tested the differences between groups for significance, and because of the large number of categories and the high response rate, almost all results between groups are significant. Because of the response type (not a random sample), we are not reporting the significance, as it would give too much of an impression that the results of the survey can be generalised. We have therefore chosen to report on results above and below the mean to show the variation between groups. This does not mean that all of the differences shown in bold are significant.

We systematically analysed the answers to the open questions, developed a picture based on frequently occurring answers and added quotes.

A full explanation of the response and non-response rates can be found in Annex 1.

1.3 Structure of this report

In Chapter 2, we describe the extent to which respondents are familiar with the Recognition & Rewards programme and its stated ambitions. We also look at the extent of institutions' communications about the programme and whether respondents talk about it with colleagues. In Chapter 3, we look at respondents' experiences of the Recognition & Rewards programme in the workplace: first, whether they have noticed changes in the organisation as a result of the Recognition & Rewards programme, then the extent to which they experience aspects of Recognition & Rewards in their daily work in the areas of career paths, development, the balance between the individual and the collective, open science and leadership. In Chapter 4, we outline staff members' concerns

⁴ This report uses the American English wording. This means that Universitair hoofddocent (UHD) is translated as Associate Professor instead of Senior Lecturer, Universitair docent (UD) is translated as Assistant Professor instead of Lecturer, and Docent is translated as Teacher.

and opportunities. We conclude the report with a summary of the results (Chapter 5).

In Chapters 2 to 4, we discuss the results thematically. The results are presented in graphs and tables, and briefly explained. Where relevant, the results are broken down by job category, subject area, gender, age, etc. Where possible, we illustrate the results with answers to some of the open questions from the questionnaire. At the end of each section, we provide a brief summary of the results.

This report provides an insight into the current state of the Recognition & Rewards programme, based on respondents' opinions. We do not make any value judgements on these opinions, and we therefore also refrain from making statements about the relative significance of a certain high or low value.

To ensure that results cannot be traced back to individuals, we do not report on groups with fewer than ten respondents.

1.3.1 Guide to reading the graphs

We present the percentages for the different answer categories in graphs, so that the distribution between the categories is clear. Each graph shows which categories are being compared, along with the percentages for each category. We often show the distribution between answer categories (such as 'Completely disagree' to 'Completely agree') and, where they are interesting, we also show the differences between categories (such as institution types and job categories). The graphs are explained in the text. For the graphs and tables, we display a number (N): the number of respondents who completed the question. Since this often differs for each item or category displayed in a graph, we show the smallest and largest values, for example 'N=10-15', where one question was answered by 10 respondents, another question was answered by 15 respondents and the remaining questions were answered by a number between 10 and 15. The same applies to the tables.

1.3.2 Guide to reading the tables

For many of the themes, it is interesting and relevant to see whether there are differences between categories, such as differences between job categories, age groups and subject areas. To keep the report clear and readable, we present the breakdowns in the annex. We present the figures based on differences in mean. This is the mean on a scale from 1 to 5. We present the mean at the bottom of the tables, and figures above the mean are shown in bold. This means that respondents in that category are, for example, more likely than average to agree with a statement. For the graphs, we display N, the number of respondents who completed the question.

For respondents from university medical centres, a question was added on whether they have a healthcare role in addition to their academic position (i.e. whether they are a doctor). The breakdowns in the main text by job category and institution type are shown in Annex 2 for a number of variables, with a further breakdown by whether or not the respondent has a healthcare role.



CHAPTER 2

Familiarity with the Recognition & Rewards programme

In this chapter, we discuss the outcomes in relation to the ambitions of the Recognition & Rewards programme, familiarity with the programme and visible changes in the organisation due to the programme.

2.1 Ambitions of the Recognition & Rewards programme

The changes that the Recognition & Rewards programme intends to bring about can be described as follows: ‘Our aim is to have a healthy and inspirational environment for our academic members of staff. An environment in which all talents are valued: teaching, research, impact, patient care and good leadership.’

The Recognition & Rewards programme has five ambitions, namely:

1. Diversify and vitalise career paths. We enable more diversity in career paths and profiles for academics (in the broadest sense).
2. Achieve a balance between the individual and the collective. We are assessing the input of academics in terms of their individual as well as team performance.
3. Focus on quality (and less emphasis on quantity). In our assessments of academic performance, we increasingly focus on quality, content and creativity.
4. Stimulate all aspects of open science. We are encouraging academics to work according to the principles of open science.
5. Stimulate leadership (in academia). We stimulate good leadership at every level.

2.1.1 Familiarity with the Recognition & Rewards programme

The questionnaire asked respondents how familiar they were with the Recognition & Rewards programme. Almost 40% were already largely to completely familiar with the Recognition & Rewards programme before completing the questionnaire. 28% were not at all or hardly familiar with the programme and 23% were somewhat familiar with it.

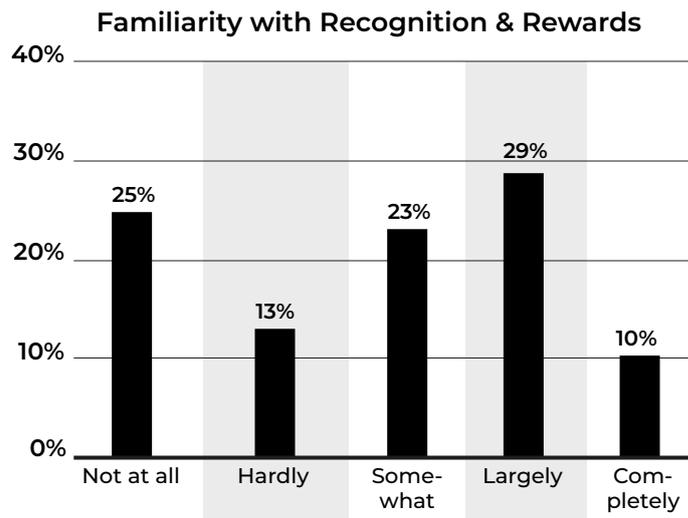


Figure 1 Familiarity with the Recognition & Rewards programme before this questionnaire (N=7,407).

It can be seen that job category matters in terms of the likelihood of academics knowing about the Recognition & Rewards programme. In particular, professors largely or completely familiar with what the programme entails; PhD candidates in particular (N=1,217) do not yet know about the programme at all, and nor do university medical specialists with no recorded academic position (N=224).

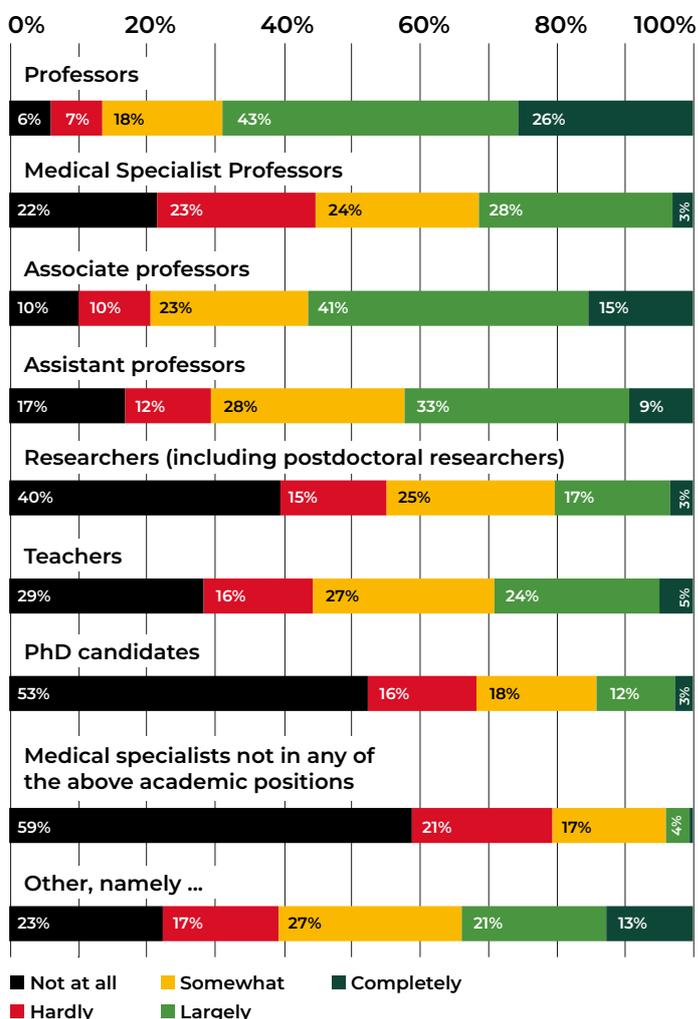


Figure 2 Familiarity with the Recognition & Rewards programme before this questionnaire, by job category (N=7,344).

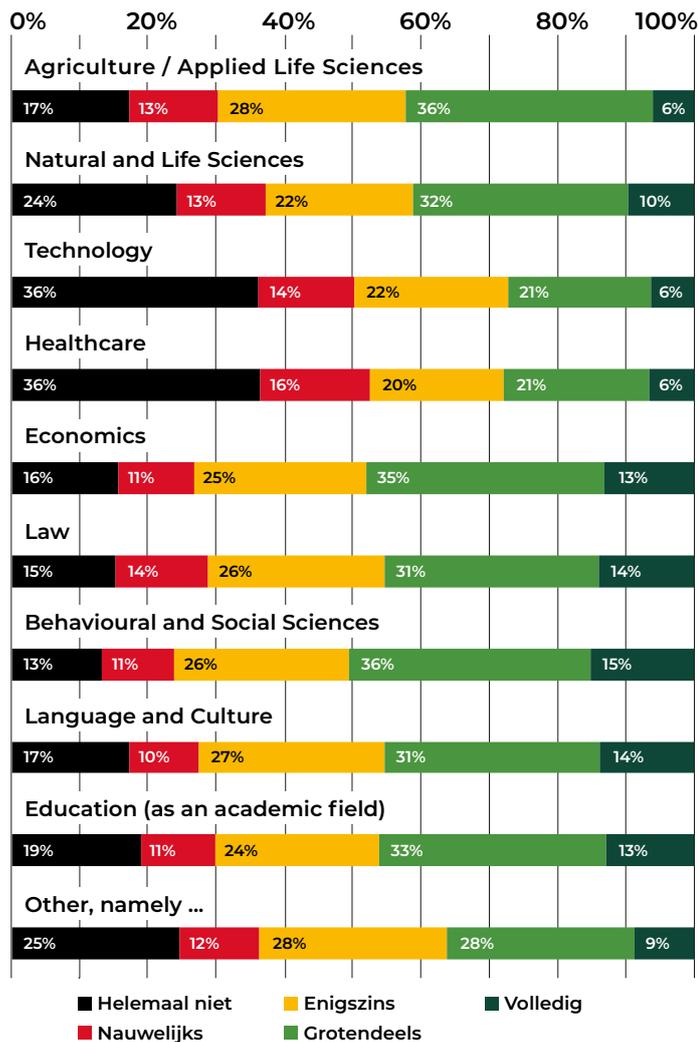


Figure 3 Familiarity with the Recognition & Rewards programme before this questionnaire, by subject area (N=7,280).

Respondents from the various subject areas have similar levels of familiarity with the Recognition & Rewards programme. The exceptions are the subject areas of Healthcare and Technology, where a relatively large proportion (36%) were not at all familiar with the programme. Staff from the subject area of Behavioural and Social Sciences were most familiar with the Recognition & Rewards programme.

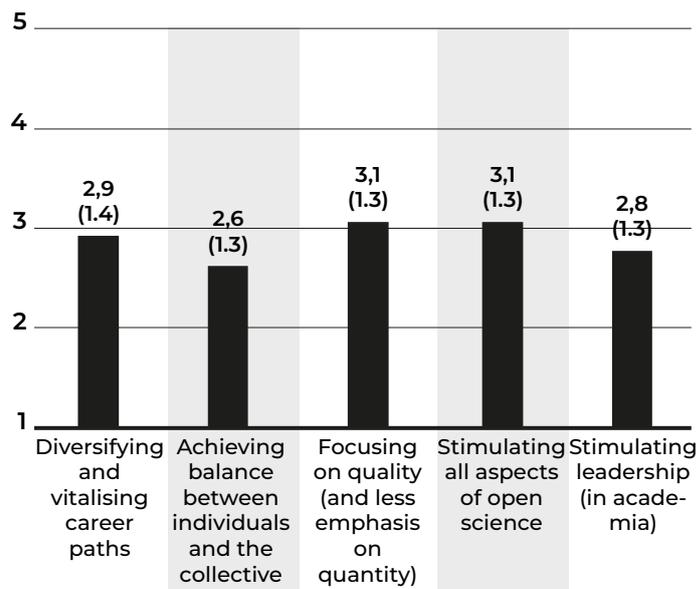


Figure 4 Familiarity with the ambitions of the Recognition & Rewards programme (N=7,836-7,848; 1: Not at all familiar - 5: Completely familiar).

Familiarity with the different ambitions was all around 3 (somewhat familiar); there were no major differences. The best-known ambitions of the Recognition & Rewards programme are Focusing on quality (and less emphasis on quantity) and stimulating all aspects of open science. As might be expected, the various ambitions are less well known among respondents who were not familiar with the Recognition & Rewards programme before completing the questionnaire.

We noticed that staff in the job categories from assistant professor to professor are more likely to be familiar with all of the ambitions (Table 18 in Annex 2). Researchers, teachers, PhD candidates and medical specialists are less likely to be aware of the specific ambitions. In terms of subject area, we can see that staff from Healthcare and Technology tend to be less familiar with the specific ambitions. We can also see that ambitions regarding open science and leadership are not equally well known in all subject areas; the ambition regarding open science is less well known in Agriculture and Applied Sciences, Language and Culture, Law and cross-sector subject areas, while the ambition regarding leadership is less well known among staff in Agriculture and Applied Sciences and cross-sector subject areas.

2.1.2 Support for the ambitions of the Recognition & Rewards programme

When asked about the extent to which staff support the specific ambitions, we can see that they support all the ambitions of the Recognition & Rewards programme. Within these ambitions, the ones they value most are the diversification and energising of career paths and the focus on quality. Few staff disagree or completely disagree with the ambitions. This percentage ranges from 2% for the ambition of focusing on quality to 4% for the ambitions around open science and leadership.

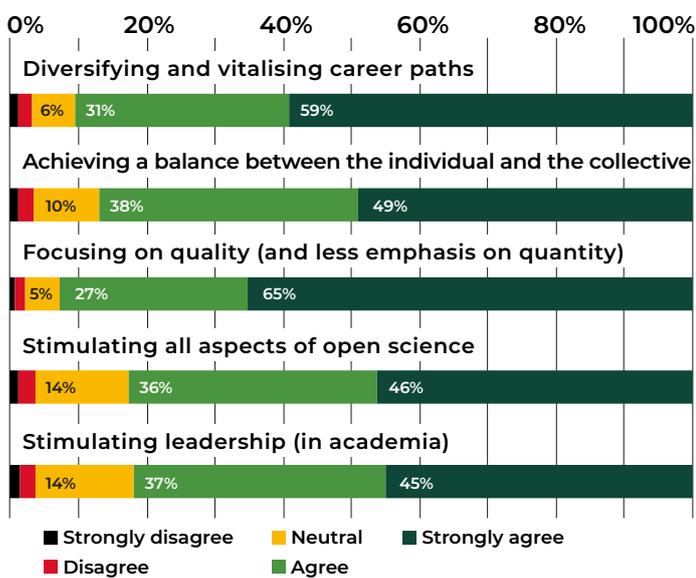


Figure 5 To what extent do you support the ambitions of the Recognition & Rewards programme? (N=7,615-7,783).

The ambitions regarding diversifying career paths and achieving a balance between the individual and the collective are slightly better supported by assistant professors, teachers, researchers and PhD candidates, although the values are high across all groups. Focusing on quality is widely supported, with professors less likely than average to agree with this statement. Open science is endorsed to a greater extent by PhD candidates.

The ambitions regarding diversifying career paths and achieving a balance between the individual and the collective are slightly better supported by assistant professors, teachers, researchers and PhD candidates, although the values are high across all groups (Table 20 in Annex 2). Focusing on quality is widely supported, with professors less likely than average to agree with this statement. Open science is endorsed to a greater extent by PhD candidates.

The picture for age is similar. Younger academics (especially between the ages of 25 and 35) support all of the ambitions. In the middle category (35 to 45 years), we can see above-average support for the first three ambitions (career paths, balance between the individual and the collective, focus on quality). In the next age group (45 to 55 years), we can see above-average support for the ambitions of achieving a balance between the individual and the collective, focusing on quality and leadership within schools. Academics aged 60 and above are still highly supportive of all ambitions, but their support is below average.

Respondents from the Natural and Life Sciences and Economics subject areas are slightly less supportive of the programme's various ambitions compared with the other subject areas, although they are still highly supportive. For respondents from the Agriculture and Applied Life Sciences sector, the ambition regarding career paths was better supported than the other ambitions.

Summary

Before completing the questionnaire, almost 40% of respondents were familiar with the Recognition & Rewards programme. Familiarity was higher among the assistant professor, associate professor and professor job categories, while the programme is much less well known among PhD candidates. Staff working in the Behavioural and Social Sciences subject area are most familiar with the programme, while staff in Healthcare and Technology are the least familiar. The best-known ambitions of the Recognition & Rewards programme are focusing on quality (and less emphasis on quantity) and stimulating all aspects of open science. All of the ambitions are very well supported. Academics are most supportive of the ambitions around diversifying career paths and focusing on quality. The ambitions regarding diversifying career paths and achieving a balance between the individual and the collective are particularly well supported by assistant professors, teachers, researchers and PhD candidates. Respondents from the Natural and Life Sciences and Economics subject areas are slightly less supportive of the different ambitions of the Recognition & Rewards programme compared with the other subject areas.

2.2 Communication about the Recognition & Rewards programme

Figure 6 shows that the Recognition & Rewards programme is not discussed much between colleagues (a mean of 2.2 (rarely) on a scale from 1 to 5). Respondents indicated that the organisation ‘occasionally’ communicates about the Recognition & Rewards programme (a mean of 2.5 on a scale from 1 to 5). However, this varies between institutions, as can be seen in Figure 7. Respondents who were already between somewhat and completely familiar with the Recognition & Rewards programme discuss the programme much more often (2.7 versus 1.4) compared with respondents who had little to no knowledge of the programme, and have also noticed more communication about it (2.9 versus 1.7).

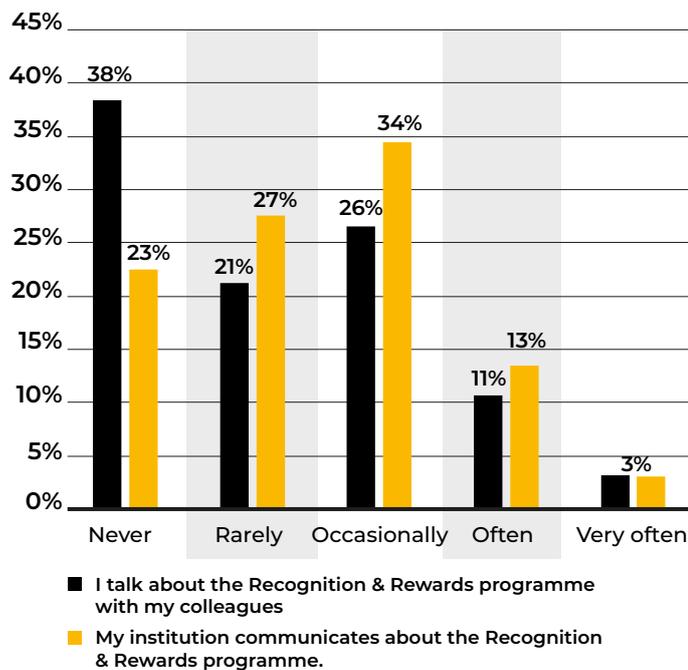


Figure 6 Communication about the Recognition & Rewards programme (N=7,248–7,830).

We have divided the institutions into five groups: universities, universities of technology, ideologically-based universities, KNAW and NWO institutes, and university medical centres.⁵ We can see that universities and ideologically-based universities communicate most frequently about the Recognition & Rewards programme, according to their staff. Staff in NWO and KNAW institutes and university medical centres say that this happens to a lesser extent.

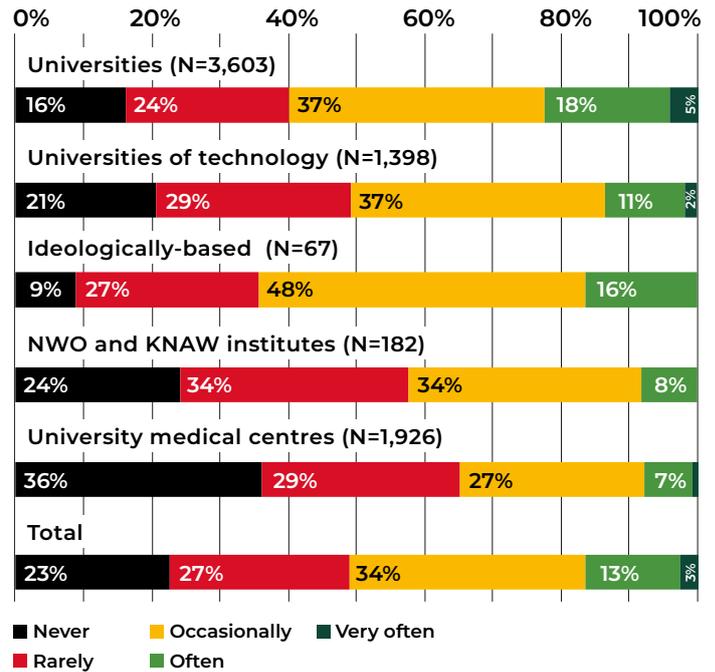


Figure 7 There is communication from my institution about the Recognition & Rewards programme (N=7,176).

Furthermore, we can see that the assistant professor, associate professor and professor job categories in particular discuss the Recognition & Rewards programme with their colleagues (Table 23 in Annex 2). The same applies to the ‘other’ job category. The latter category includes many supervisors/managers. These job categories also reported higher levels of communication about the programme from the institution. Again, this is less the case for professors who are also medical specialists. This may have to do with the fact that, according to respondents, there is less communication about the Recognition & Rewards programme in university medical centres, and this is therefore reflected in the answers for the job categories.

It can also be seen that the Recognition & Rewards programme is discussed with colleagues less often in the Technology and Healthcare subject areas (Table 24 in Annex 2). In those sectors – as well as in the Natural and Life Sciences and cross-sector subject areas – there is also less reported communication about the programme.

⁵ In Annex 2.2, respondents from university medical centres are further divided into those with and without healthcare roles.

2.3 Extent of perceived recognition and reward

We asked respondents about the extent to which, in general, they feel recognised and rewarded for the work they do (see Figure 8). In general, academics feel reasonably well recognised (3.26 on a scale from 1 to 5) and rewarded (3.15 on a scale from 1 to 5) for the work they do. We can see that while the majority of respondents feel recognised and rewarded, this is not true for around a quarter of respondents (for 24%, the statement regarding recognition was slightly applicable or not at all applicable, and for 29%, the statement regarding reward was not applicable or not at all applicable). Staff feel slightly less rewarded than recognised.

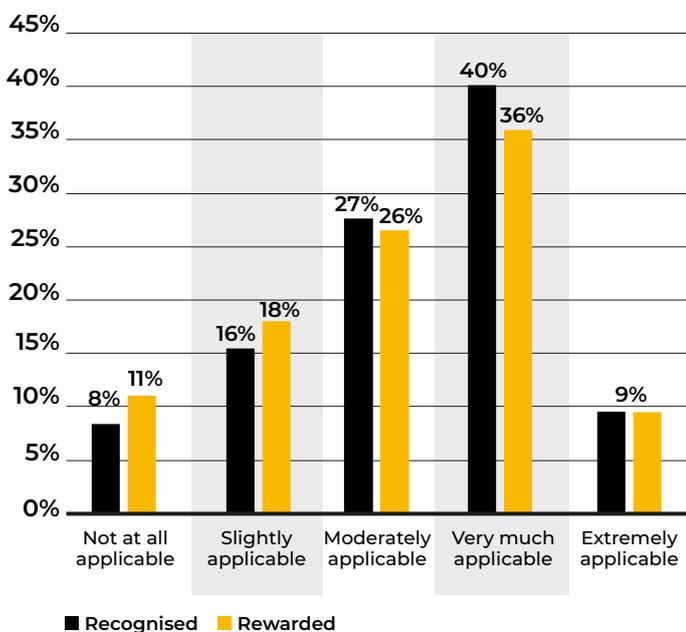


Figure 8 Extent to which respondents feel recognised and rewarded for the work they do (N=7,846–7,850).

In terms of job categories, we can see that professors, medical specialists and PhD candidates feel recognised and rewarded to an above average extent compared with the other job categories (see Table 25 in Annex 2). Staff in the teacher, researcher, assistant professor and associate professor job categories experience recognition and reward to a slightly lesser extent. The answer ‘not at all applicable’ is therefore more common in these groups; for assistant professors, as many as 13% said they do not feel recognised at all, in common with 9% of teachers and associate professors. In the group of assistant professors, 17% said they do not feel rewarded at all, while in the group of teachers this is true for 12%, and in the groups of associate professors and researchers it is true for 11%. We can see a similar pattern occurring for age – which is highly

correlated with job category – with both younger and older age groups feeling recognised and rewarded to a slightly greater extent than the group between 30 and 49 years of age. If we take a closer look at the group of assistant professors, who feel significantly less recognised and rewarded compared with other job categories, we also see an age-related difference: in particular, assistant professors between 40 and 55 years of age feel less recognised and rewarded than their younger as well as their older fellow assistant professors.

We can also see differences in gender, with men feeling more rewarded compared with women, non-binary staff and respondents who preferred not to indicate their gender. Incidentally, the extent to which the latter two groups feel recognised and rewarded is significantly lower than for men and women (means of 2.6–2.8 versus means of 3.1–3.3 on a scale from 1 to 5; not shown in a table/graph).

Qualitative interpretation of the extent of recognition and reward

We asked respondents to explain their answers on the extent of recognition and reward. When respondents experience a high level of recognition, it is often accompanied by a high level of reward. Respondents indicated that recognition and reward usually come through support from colleagues and managers and are not always linked to higher-level recognition and reward. A permanent contract, job level and a good team are also often mentioned as factors that contribute to the feeling of recognition and reward. Academics who only feel rewarded but not recognised, and vice versa, indicate that one of these aspects is missing. For example, one respondent who did not experience recognition (‘not at all applicable’) but did experience rewards (indicated by a 4, ‘applicable’) wrote this:

‘[I experience] ‘soft’ reward for good performance in teaching, research and management, but no ‘hard’ recognition in terms of a higher salary, different job level, more power, etc.’

At low levels of recognition, respondents also generally experience fewer rewards. Respondents who experience both little recognition and few rewards point to an unpleasant and hierarchical work culture, high workload and lack of advancement opportunities or salary increases. Respondents mentioned that teaching performance is rewarded less than research performance. In addition, some respondents said they feel disadvantaged on the basis of gender, ethnicity or nationality, while personal qualities are not given as much weight.

Summary

There is limited communication about the Recognition & Rewards programme within institutions; the most communication occurs within universities. The programme is discussed most often within the assistant professor, associate professor and professor job categories; respondents from these job categories also indicated the highest levels of communication within the institution. The subject areas of Technology, Healthcare and Natural and Life Sciences experience the least amount of communication.

We can see that while the majority of respondents feel recognised and rewarded, this is not true for around a quarter of respondents (not applicable or not at all applicable). Respondents feel slightly less rewarded than recognised. Professors, medical specialist professors, medical specialists and PhD candidates feel most recognised and rewarded. With regard to age groups, both older and younger people feel more recognised and rewarded than the middle-aged groups. Men feel more rewarded than women. Non-binary staff and those who preferred not to indicate their gender feel significantly less rewarded than men.



CHAPTER 3

Experiences with the Recognition & Rewards programme

This chapter uses the five ambitions to discuss staff experiences. We start by describing the extent to which staff have noticed changes in the organisation due to the Recognition & Rewards programme.

3.1 Visible changes within the organisation

We asked respondents about the extent to which they have noticed changes related to the Recognition & Rewards programme. We divided these changes into three categories, namely the extent to which respondents had noticed changes in:

- System (such as organisational structure, the composition of committees)
- Policies (such as career policies, evaluation policies, annual interviews, recruitment and selection, and strategy)
- Culture (such as the way we collaborate, room for personal development, interaction with colleagues and supervisors/managers).

The majority of respondents indicated that they had not noticed any changes in the above areas as a result of the Recognition & Rewards programme (see Figure 9). This applied most to changes in systems, followed by changes in culture. Most of the changes observed related to policies, and were mainly positive changes. For example, 43% of respondents reported seeing a positive or somewhat positive change in policy as a result of the Recognition & Rewards programme. This was also true for 36%

of respondents in terms of changes in culture and 30% in terms of systemic changes. The proportion of respondents who have experienced negative or somewhat negative changes is relatively low, ranging from 11% (systemic changes) to 14% (policy changes). We noticed that respondents who were more familiar with the Recognition & Rewards programme beforehand reported seeing positive changes more often than respondents who had little to no familiarity with the programme.

Positive changes were observed to a lesser extent in university medical centres in particular (see Table 27 in Annex 2). To illustrate this point, we have also presented the distribution for perceived systemic changes (see Figure 10). This confirms that staff at university medical centres are least likely to perceive positive changes in their organisation as a result of the Recognition & Rewards programme. Staff at ideologically-based universities experienced both more positive and more negative changes in this area ('systemic changes') than staff at other institutions. We see the same picture for perceived changes in culture (Figure 12). In terms of changes in policy (Figure 11), staff from ideologically-based universities were again most likely to have noticed positive changes. University staff were slightly more likely than staff at other institutions to report experiencing negative or somewhat negative changes in policies as a result of the Recognition & Rewards programme.

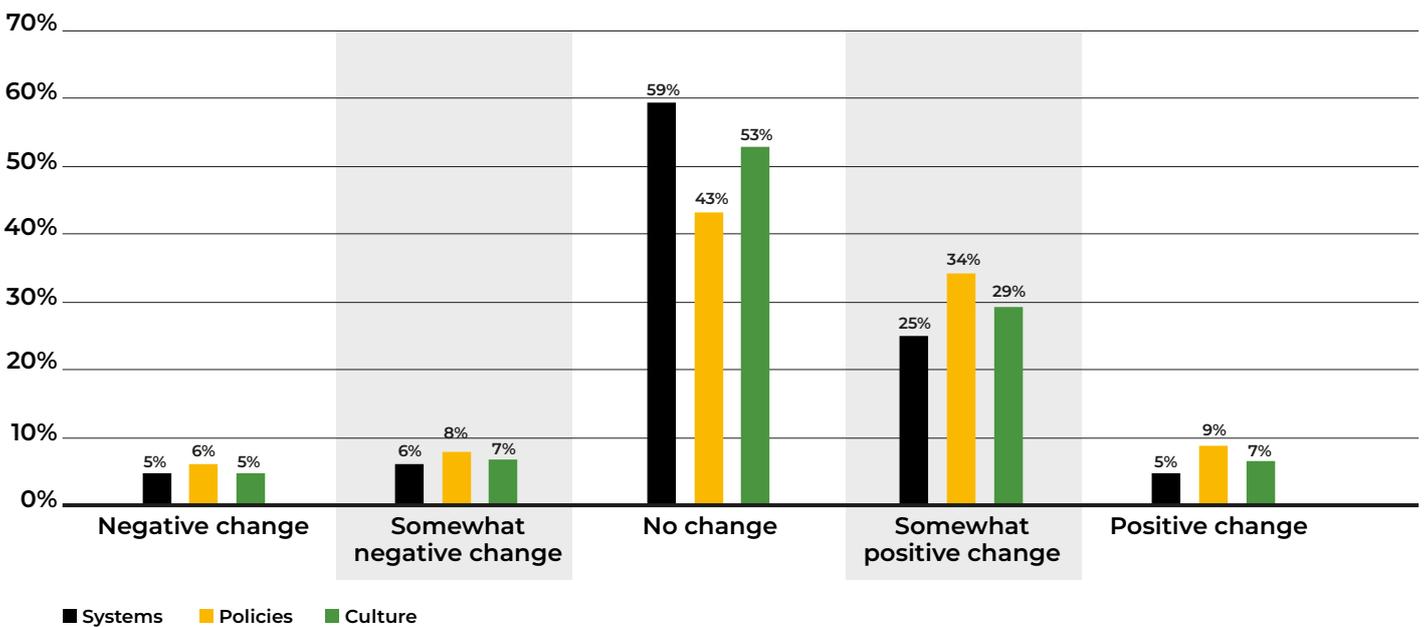


Figure 9 Changes due to the Recognition & Rewards programme experienced in relation to system, policies and culture (N=6,039-6,942).

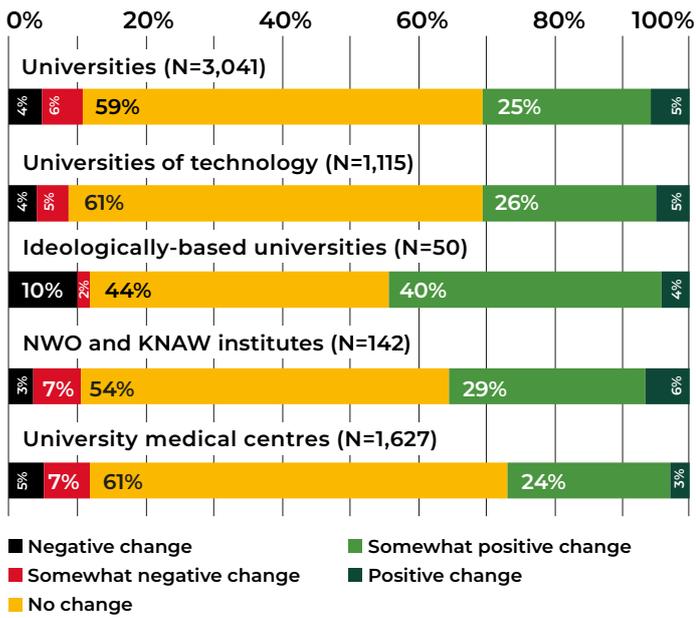


Figure 10 Systemic changes experienced due to the Recognition & Rewards programme, distribution by institution type (N=5,975).

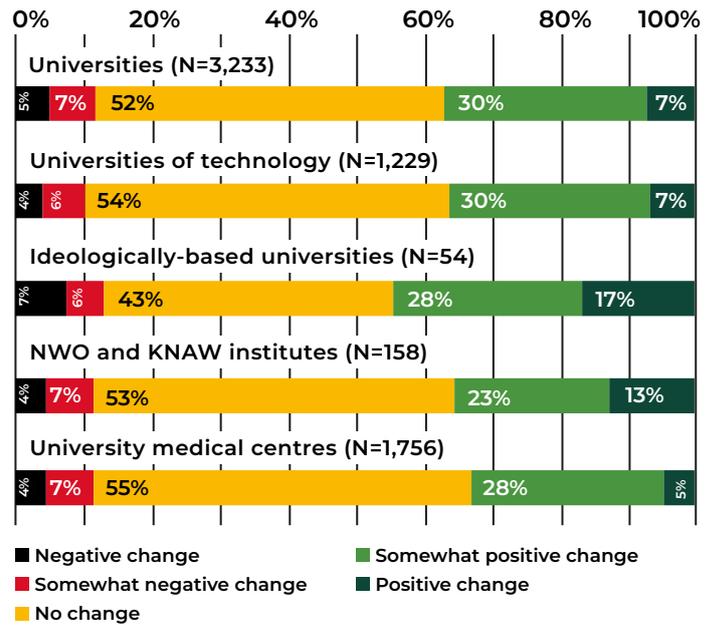


Figure 12 Changes in culture experienced due to the Recognition & Rewards programme, distribution by institution type (N=6,430).

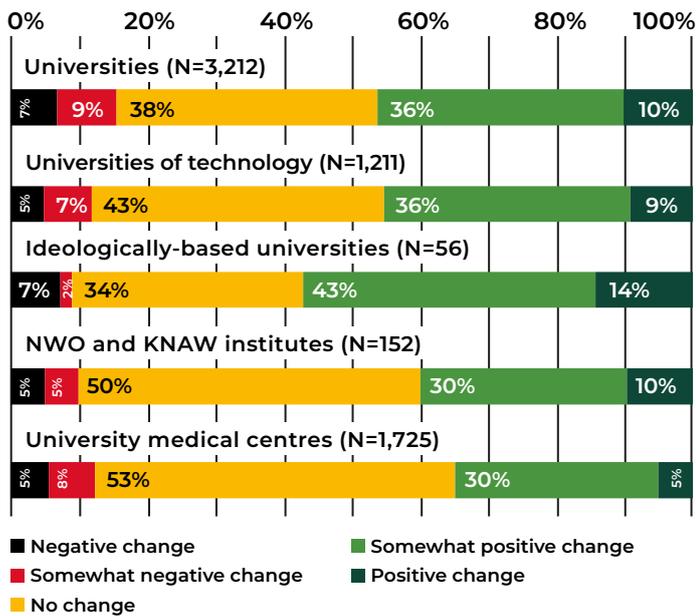


Figure 11 Policy changes experienced due to the Recognition & Rewards programme, distribution by institution type (N=6,356).

Researchers, teachers and assistant professors noticed fewer positive changes than respondents in other job categories. It is worth noting that PhD candidates gave above-average positive answers in all areas for this question, indicating that they were relatively more likely to experience positive changes in the various areas as a result of the Recognition & Rewards programme. Compared with the other job categories, PhD candidates were least likely to report experiencing negative or somewhat negative changes as a result of the Recognition & Rewards programme (7% compared with 9–16% in the other groups; not shown in a table/graph). This pattern is the same for all three areas (system, policies and culture). Professors were the most likely to report experiencing positive or somewhat positive changes (from 44% in relation to ‘system’ to 55% in relation to ‘culture’).

Respondents from Agriculture and Applied Life Sciences, Technology, and Behavioural and Social Sciences were more likely to experience positive changes in all three areas as a result of the Recognition & Rewards programme than respondents from other subject areas (see Table 29 in Annex 2). For Law and Education, this was true for two areas. Compared with respondents from other subject areas, respondents from the listed subject areas experienced positive changes more often and negative changes less often, and it was notable that respondents from the subject area of Agriculture and Applied Life Sciences were least likely to report experiencing negative or somewhat negative changes.

Qualitative interpretation of the changes experienced

Respondents who experienced 'somewhat positive' changes in the areas of system, policies and culture mostly indicated that there had been some progress, but that it is difficult to bring about deep and lasting change. One respondent summarised this sentiment as follows: **'There have been some changes in the culture, systems and policies, but they are still limited and not very concrete. Or the policies are there, but the application of them is lagging behind.'** Another respondent emphasised the same point: **'Changes in systems, policies and culture are taking place, but they are generally implemented very slowly and sometimes with only moderate success.'**

At the systemic level, for example, few changes seem to be experienced in how Recognition & Rewards are given: **'I definitely feel valued by my immediate colleagues, less so by the organisation.'** It is also important to take into account the specific circumstances of the institutions: **'One of the changes is that committees must have a certain male-female ratio. In our department/faculty where women are in a minority, the result is that the workload for women has increased because we have to sit on committees more often than average.'**

There also seems to be a lack of deeper developments in terms of policies. One respondent wrote: **'In general, I do feel recognised and rewarded for what I do through the regular annual appraisal interviews I have with my manager (...). However, the real changes that are desirable are difficult to achieve: rewards based on quality, rewarding teams, more diversification of careers within our university/faculty.'** Another added that evaluations do not always include all relevant aspects: **'There is much invisible work that does not get seen in the established way of evaluation (personal ambitions in terms of research, but also in delivering high quality education).'** There is also still an emphasis on publications and obtaining grants over other aspects.

With regard to changes in culture, respondents emphasised that the attitude of colleagues and individual managers makes the difference.

Summary

Changes resulting from the Recognition & Rewards programme are least noticeable in relation to systems, and slightly more in relation to culture. Most of the changes observed related to policies. Positive changes to systems are least likely to be seen at university medical centres and universities of technology, and most likely at ideologically-based universities. PhD candidates gave above-average positive answers in relation to changes in all three areas. Around a tenth of all respondents reported experiencing negative changes. Positive changes were most often experienced in Agriculture and Applied Life Sciences, Technology, and Behavioural and Social Sciences.

3.2 Diversifying and vitalising career paths

Explanation of ambition

The position paper lists diversifying and vitalising career paths as one of the ambitions. The goal is to 'enable greater diversity in possible career paths and profiles by recognising and rewarding more diversity in competences and talents. In line with this, we are switching to a system in which academics can make a mark in one or more domains (diversification). In this system, the area profile of academics may change in the course of their career (vitalisation), and competences acquired outside of the academy are acknowledged as having added value. The domains identified are research, teaching, impact, patient care and leadership. The interconnectedness of education and research, typical of the Dutch university system, does require that academics have enough competences in at least these two domains. Within a team, department or faculty, the different profiles and backgrounds are integrated into a coherent whole.'

Outcomes

In making agreements about work tasks, staff perceive that consideration is given to where their ambitions lie. More than 60% agree or completely agree with this statement. There was also a high level of agreement with the statement that staff are able to develop in the type of work that suits them best (57% agree or completely agree). Almost half also experienced a good balance between consideration of their individual talents and consideration for the needs of the institution. Almost half (48% agreed or completely agreed) said they find it feasible to combine the different areas in their jobs. A third said they disagreed or completely disagreed with this. A large proportion of respondents (almost three-quarters agreed or completely

agreed) feel that they have to be good at all the various areas in their work. Only a small proportion agreed that the different areas are equally valued by their institution (14% agreed or completely agreed). The majority of respondents (68%) disagreed or completely disagreed.

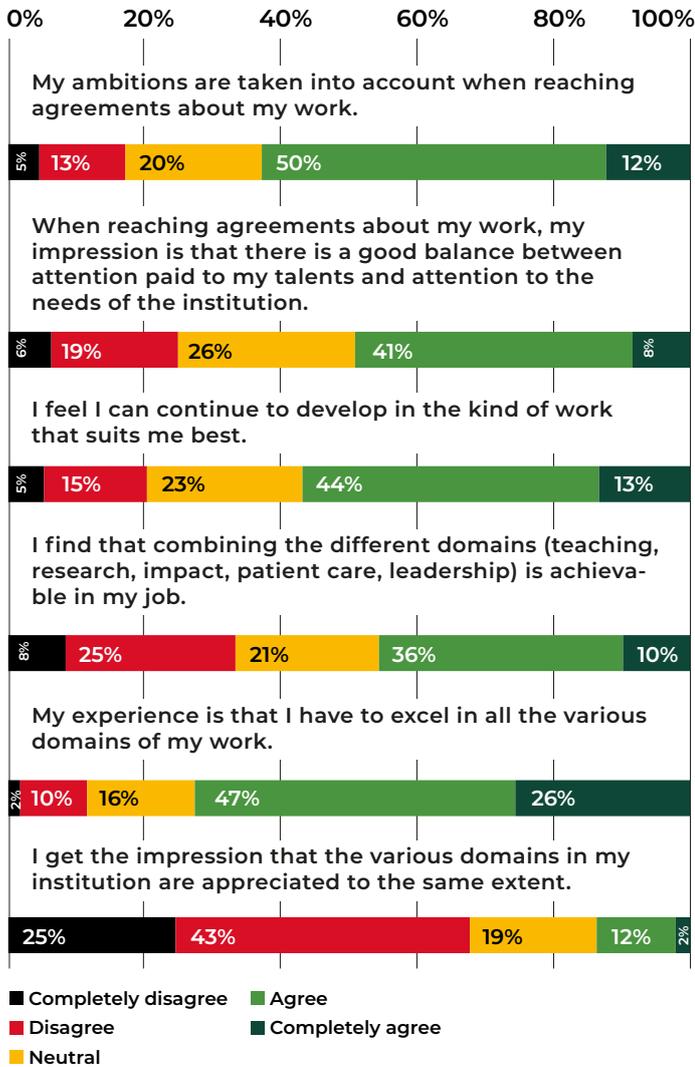


Figure 13 Extent of agreement with statements around Diversifying and vitalising career paths (N=7,455-7,703).

In terms of consideration being given to staff members' ambitions, professors, medical specialist professors, researchers and PhD candidates tended to be more positive than the other job categories. The same applies to the other statements. Furthermore, they were less likely to say that they feel they have to be good at everything, unlike assistant professors and associate professors. Teachers were least likely to agree that the different areas are equally valued by their institution. Teachers were also most likely to report that they find it difficult to combine the different areas in their work.

In terms of subject area, we noticed that respondents from Agriculture and Applied Life Sciences, Technology, Healthcare and Education (as an academic field) were more likely to respond positively to the statements than respondents from other subject areas. Respondents from Natural and Life Sciences, Law, and Behavioural and Social Sciences were more likely to say that they feel they have to be good at all the different areas involved in their work.

Summary

With regard to the diversification of career paths, respondents were overwhelmingly positive. This is especially true for the professor, PhD candidate, associate professor and assistant professor job categories. Teachers in particular form an intermediate group that was slightly less positive. In the subject areas of Agriculture and Applied Life Sciences, Technology, Healthcare and Education (as an academic field), respondents were more likely to respond positively than respondents from other subject areas.

3.3 Development

Explanation of ambition

The position paper 'Room for everyone's talent' describes a greater emphasis on development: 'The assessment of academics will see a reduced emphasis on quantitative results (such as number of publications) and a greater emphasis on quality, content, scientific integrity, creativity, contribution to science, academia and/or society, and acknowledgement of the academic's specific profile and domain(s) in which the academic is active. We expect that this will lead to the diversification and vitalisation of career paths as well as reducing the perceived workload.'

Outcomes in the area of rewarding work

Half of the respondents (49%) indicated that quality is more important than quantity in discussing their work (see also Figure 14). 39% agreed that other forms of output are also rewarded, but a third disagreed. More than half of the respondents (55%) said that the social relevance of their work is valued. A higher proportion of respondents do not perceive a focus on development over assessment, compared with respondents who do perceive such a focus (30% agree, 36% disagree). The majority of respondents (63%) are confident that their supervisor/manager appreciates the value of their talents and ambitions.

If we take a closer look at the extent to which the focus is placed on development (rather than assessment), we can see that this is experienced less at mainstream universities than at other types of institutions; at ideologically-based universities, it is experienced more often (Table 34 in Annex 2). In the subject areas of Technology and Education, respondents have an above-average perception that the focus is on development rather than assessment (Table 33 in Annex 2). It is also notable that PhD candidates in particular are positive about this aspect; with a mean of 3.3 on a scale from 1 (completely disagree) to 5 (completely agree), they are more likely than those in other job categories to perceive a greater focus on development than on assessment (Table 32 in Annex 2). We broke down this statement by respondents with and without supervisory/management roles. We noticed that respondents without a supervisory/management role reported a greater focus on development than on assessment within their institution (2.93 versus 2.87 on a scale from 1 to 5).

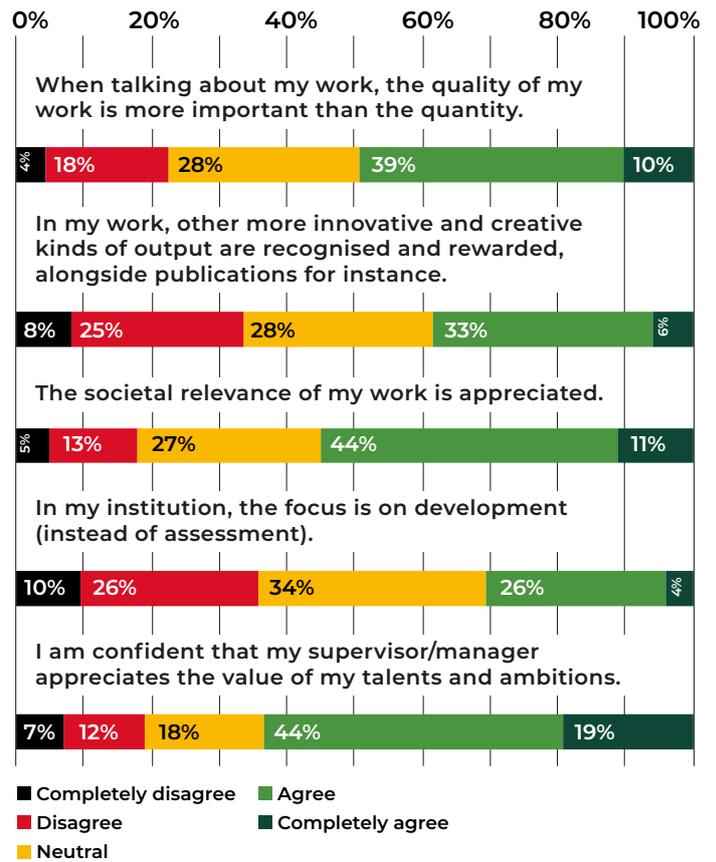


Figure 14 Extent to which respondents agree with statements around development (N=7,124-7,694).

Outcomes in relation to aspects that are important for the next career step

We asked respondents to indicate how important activities in different areas are in their institution in relation to taking the next step in their career, in the current situation and in the desired situation, on a scale from 1 (completely disagree) to 5 (completely agree).

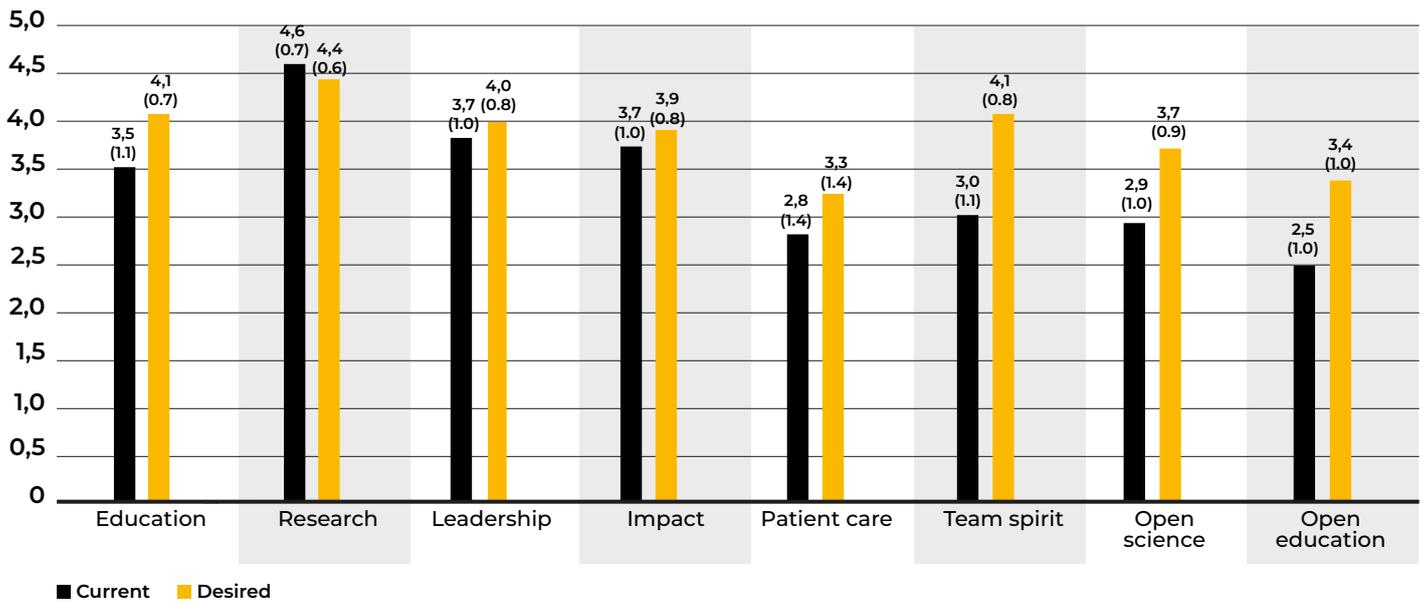


Figure 15 How important are activities in this area in relation to taking the next step in your career? And how important would you like these activities to be in relation to taking the next step in your career? (N=496–630 for ‘other, namely ...’; N=3,110–3,240 for patient care; N=5,962–6,373 for open education; N=6,860–7,607 for the other categories; answer categories 1: Completely disagree to 5: Completely agree).

In the current situation, activities in the areas of research, impact and leadership were most often indicated as being important to taking the next career step. Research received a much higher score than the other areas: 4.57 on a scale from 1 to 5. Patient care, open science and open education are considered less important. It was also indicated that teaching activities are less important than other activities in relation to taking the next career step in the current situation (3.52 on a scale from 1 to 5). Respondents feel that research activities could be given slightly less weight in relation to taking the next career step, while they believe that teaching should be much more important. The same applies to team spirit, open science and open education. For these last three items, the distribution shows that respondents often indicated that these aspects are currently not important or not at all important for the next career step, but respondents would like them to be considered important or very important.

The answers to the open questions revealed a number of themes that are important in relation to taking the next career step. By far the most frequently mentioned topic was obtaining research grants: although respondents consider this important, they indicated that the institution they work for considers it more important than necessary. Publications were also raised a number of times as an important theme, although the respondents concerned seem to agree with the extent to which they believe their institution values publications. With regard to the above elements, one respondent commented: ‘All the discussion and performance evaluation still centres

on the number of publications and impact factor of journals, and whether one gets prestigious individual grants.’ Building a domestic or international network also gets a lot of emphasis from institutions, while academics themselves place less value on this. Conversely, institutions do not seem to consider *outreach* to be of great importance, but respondents believe they should.

Summary

Half of respondents indicated that quality is more important than quantity in discussing their work. A higher proportion of respondents do not perceive a focus on development over assessment, compared with respondents who do perceive such a focus. The majority of respondents are confident that their manager can evaluate their talents and ambitions. In the subject areas of Technology and Education, respondents have an above-average perception that the focus is on development and not assessment. PhD candidates were the most likely to be positive about this aspect. Respondents without a supervisory/management role were more likely to say that there is more focus on development than assessment within their institution. In the current situation, activities in the areas of research, impact and leadership were most often indicated as being important to taking the next career step. Research received a much higher score than the other areas. Respondents think that research could be considered a little less important in relation to taking the next career step, while teaching should be much more important. The same applies to team spirit, open science and open education.

3.4 Achieving a balance between the individual and the collective

Explanation of ambition

This section is about achieving a balance between the individual and the collective. In this regard, the position paper says the following: 'We ensure that academics are assessed not just for their individual performance but also for their contribution, based on their own expertise and competences, to the team, department, consortium, institution or organisation of which they are a part. In order to foster cooperation within research groups as well, we are creating more opportunities to acknowledge teams or consortia of academics for their joint work. This is in recognition of the fact that it takes diversity and the interplay of talents and skills to make for a good team. It will also be conducive to a safer, more inclusive work culture that accommodates the complexity and interdisciplinary nature of current academic and social problems. Ultimately, we are looking for a greater balance between encouraging cooperation within and across domains and disciplines on the one hand, and a stronger disciplinary basis on the other hand. This does not mean that there is no room left for monodisciplinary studies and careers. On the contrary: a strong disciplinary basis is a condition for meaningful translation across the boundaries of disciplines. The key word is diversification: there is room and a need for a greater variety of talents within the academy.'

Outcomes

We asked respondents how they perceived the work in their team. Respondents were asked to consider the team most relevant to them; accordingly, this may differ from one respondent to another. In more than half of cases, staff perceive that everyone's contribution to success is recognised in the team (see Figure 16). Respondents were less likely to agree that joint performance is more important than individual performance. This was the experience of 27% of respondents who agreed or completely agreed; 43% of respondents disagreed or completely disagreed. Team objectives and everyone's contribution to this are about equally likely to be discussed (37% disagreed or completely disagreed and 36% agreed or completely agreed). Respondents largely agreed that their work contributes to the goals of the team and the institution. Almost everyone agreed that they find it stimulating to be able to work with colleagues who have skills that are different from their own. In more than half of teams, it is standard practice to give each other feedback. In just over a fifth of teams, this is not the case. Some of the respondents selected 'not applicable'; these individuals may not work in teams. Respondents also said they found it difficult to determine which team was meant here, as they worked in several teams.

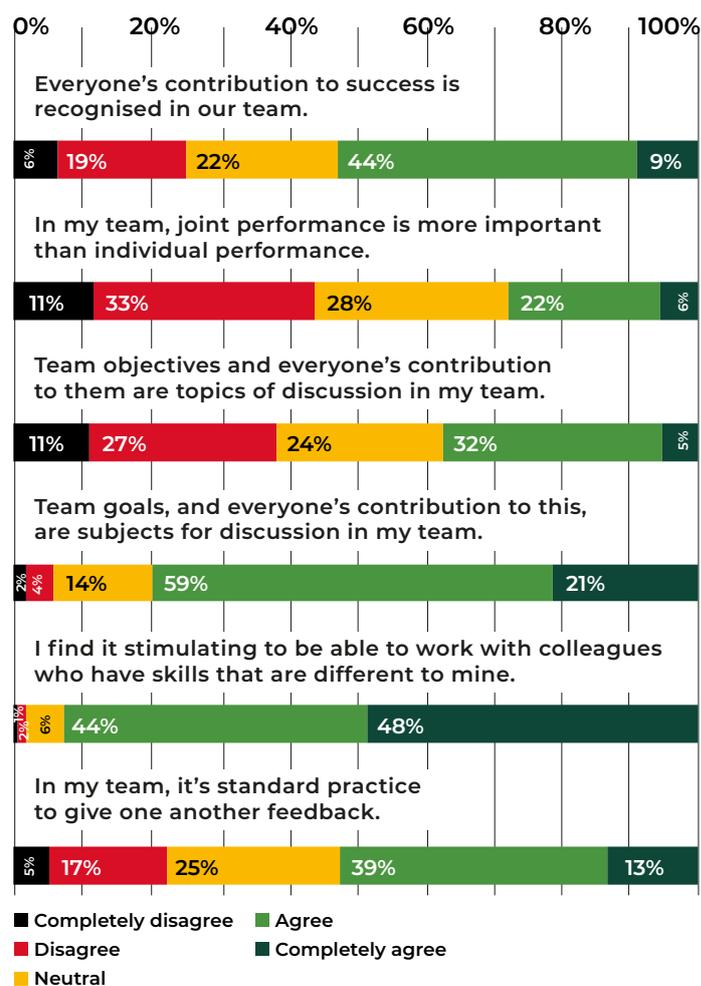


Figure 16 Extent to which respondents agree with statements about the balance between the individual and the collective (N=7,599–7,764).

If we break down respondents' answers by job categories, we can see that professors, medical specialist professors, researchers and PhD candidates are more likely to agree with the statements than the other job categories (see Table 36 in Annex 2). The same applies to the 'other' job category, which includes many respondents with a supervisory/management role. The following exceptions apply to this. PhD candidates are least likely to feel that their work contributes to the goals of their team and the institution. They are also less likely than other job categories to find it stimulating to work with colleagues who have skills that are different from their own. Medical specialists actually find the latter more stimulating than other job categories.

Breaking down the results by age shows a similar picture as for job categories; the younger and older age groups are more likely to agree with the statements (age not shown in table). We can see that the group aged between 30 and 50 agreed with the statements less often than the other (younger and older) age

groups. Respondents in supervisory/management roles were more likely to agree with the statements than respondents not in supervisory/management roles.

Respondents from a number of subject areas were more likely than respondents from other subject areas to agree with the statements around the balance between the individual and the collective (see Table 37 in Annex 2). These subject areas are Agriculture and Applied Life Sciences, Natural and Life Sciences, Healthcare and Education.

Men were more likely to agree with statements about the balance between the individual and the collective than women, non-binary respondents or respondents who preferred not to indicate their gender (see Table 38 in Annex 2). The only statement for which this picture differs is the one about the extent to which respondents find it stimulating to work with people with different skills; on this, women were more likely to answer in the affirmative.

Summary

In more than half of cases, staff perceive that everyone's contribution to success is recognised in the team. Respondents were less likely to agree that joint performance is more important than individual performance. Contributing to the goals of the team and the institution is found to be stimulating; in more than half of teams, it is normal to give feedback to each other, while in one-fifth of teams it is not. Professors, medical specialist professors, researchers and PhD candidates are more likely to agree with the statements than the other job categories. Older and younger age groups are also more likely to agree. The group aged between 30 and 50 agreed with the fewest statements. In the disciplines of Agriculture and Applied Life Sciences, Natural and Life Sciences, Healthcare and Education, the balance between the individual and the collective was rated most positively. Men were more likely to agree with the statements than women, non-binary respondents or respondents who preferred not to indicate their gender. For the statement about the extent to which respondents find it stimulating to work with people with different skills, women were more likely to answer in the affirmative.

3.5 Open science

Explanation of ambition

With regard to open science, the position paper 'Room for everyone's talent' states the following: 'Stimulate open science. More room for open science is an issue that needs to be addressed specifically. This new approach to science and academia gives others, in addition to the academics themselves, the opportunity to cooperate on, contribute to and make use of the academic process. This means, for example, that academics share the results of their research more broadly with society, that they make research results more accessible and that they can involve society in the research (such as through citizen science). Open science is bound up inextricably with the modernisation of the system of recognition and rewards. It requires time and attention from academics that cannot be automatically translated as traditional academic output such as publications, but which can have a significant impact on society, science and academia (such as sharing research data).'

Outcomes

Below, we present the extent to which staff are encouraged to do their work according to the principles of open science and open education (see Figure 17). We can see that open education (in the form of the sharing of learning materials) is encouraged even less often than open science (such as sharing research results). The number of respondents who did (completely) not agree to the statement that they were encouraged to share learning materials was roughly equal to the number of respondents who (completely) agreed to this statement (36% and 37%). Almost three-quarters (72%) of respondents said they were encouraged to share research findings through open access publication. 56% of respondents had been encouraged to make data available to be used again. Almost half (48%) of respondents had been encouraged to involve stakeholders and/or the general public in teaching and research and 42% had been encouraged to share research through science communications.

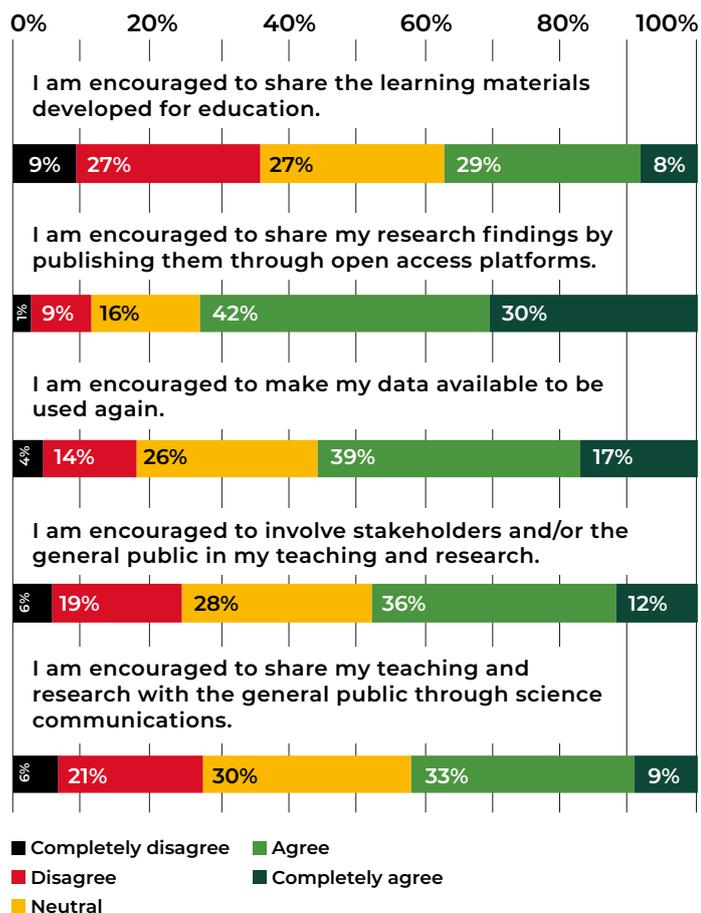


Figure 17 Extent to which open science and open education are encouraged (N=6,741-7,313).

We noticed that professors, medical specialist professors, researchers and PhD candidates are more likely to feel encouraged to do their work according to the principles of open science and open education (see Table 39 in Annex 2). This also applies to the statement around open education; we did not see teachers agreeing with it more often than other job categories.

According to respondents, working according to the principles of open science and open education is encouraged to a higher degree in some subject areas than others (see Table 40 in Annex 2). This applies to respondents in the subject areas of Agriculture and Applied Life Sciences, Technology, Education and cross-sector subject areas. In the subject areas of Economics and Law, this is less encouraged than in other subject areas at all levels, according to respondents from those subject areas.

Summary

Professors, medical specialist professors, researchers and PhD candidates more often feel encouraged to do their work according to the principles of open science and open education. This is encouraged most in Agriculture and Applied Life Sciences, Technology, Education and cross-sector subject areas, while it is encouraged least in Economics and Law.

3.6 Leadership

Explanation of ambition

Leadership is crucial to achieving cultural change. The position paper 'Room for everyone's talent' describes it as follows: 'Stimulate leadership. Attention will be paid to good leadership on all levels, from young academics to established ones. This applies not only to academic leaders, such as study programme coordinators, heads of department and deans, but also to (starting) academics who supervise academic teams.'

Outcomes

In Figure 18, we present the extent to which there is a focus on leadership within different institutions. Almost 40% feel there is sufficient attention paid to leadership development, while a third disagree or completely disagree. Respondents often disagree that supervisors/managers are given enough time to perform their duties as supervisors/managers: 55% disagree or completely disagree, 20% agree or completely agree. Some of the respondents did not have a view on this statement, so this question was completed by fewer respondents than the other questions. More than half of respondents feel that demonstrating personal leadership is encouraged, taking on other tasks is appreciated, and supervisors/managers pay attention to the collaboration in the team cooperation and the development of staff members. 59% agreed or completely agreed with the latter statement.

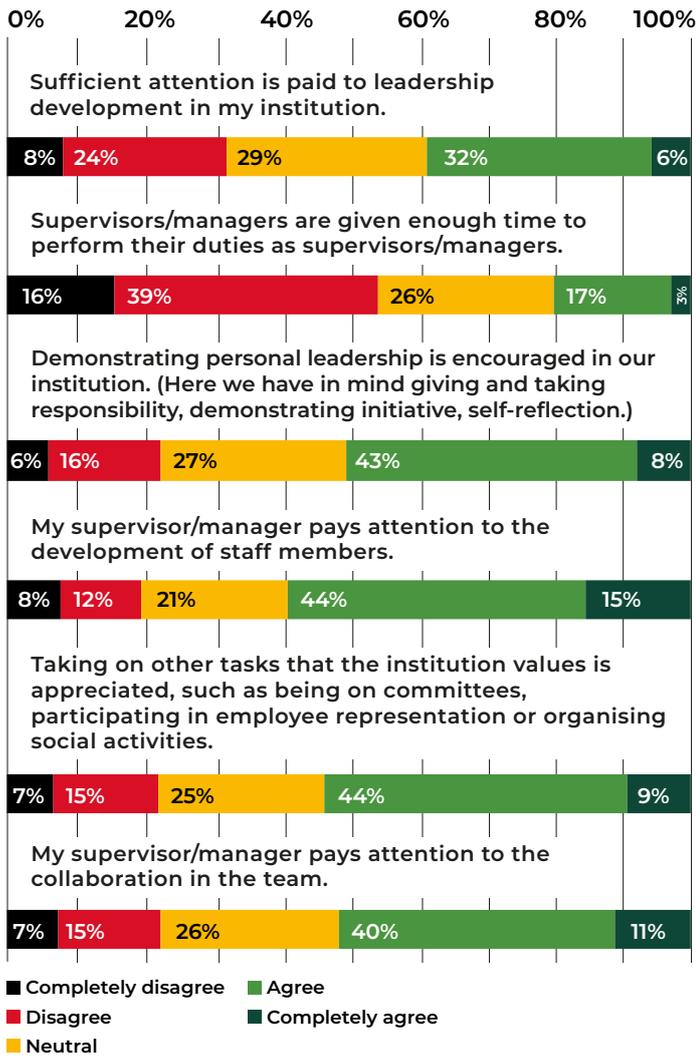


Figure 18 Extent to which respondents agree with statements about leadership (N=6,526-7,599).

Professors, medical specialist professors and PhD candidates most often agreed with the statements on leadership, compared with the other job categories (see Table 41 in Annex 2). In terms of subject areas, respondents from the Technology and Education subject areas were more likely to agree with the statements about leadership (Table 42 in Annex 2). Respondents in a supervisory/management role were more likely to agree with the statements than respondents who are not in a supervisory/management role (Table 43 in Annex 2), with the exception of one statement: managers are less likely than non-managers to think there is enough time for managerial tasks.

Summary

Nearly 40 per cent of respondents feel that leadership development receives sufficient attention, but 30 per cent disagree. Over half feel that supervisors/managers are not given enough time to perform their duties as supervisors/managers. More than half feel that showing personal leadership is encouraged and that supervisors/managers pay attention to collaboration in the team and development of staff members. Professors, medical specialist professors, researchers and PhD candidates were the most positive in this regard, while assistant professors and teachers were the least positive. Personal leadership is viewed most positively within Technology, Healthcare and Education (as an academic field).



CHAPTER 4

Concerns and opportunities

In this chapter, we discuss the concerns and opportunities staff see as a result of the Recognition & Rewards programme and the differences in experiences in terms of disciplines, job categories, gender, age, nationality and type of contract.

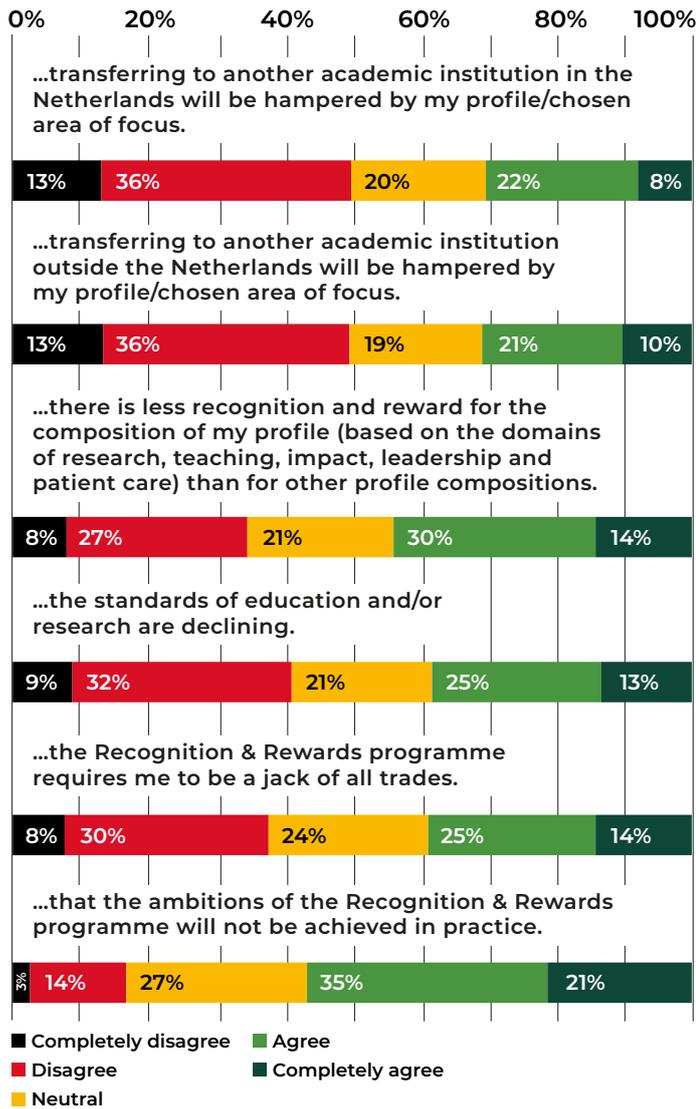


Figure 19 Staff concerns resulting from the Recognition & Rewards Programme, 'I am worried that ...' (N=6,391-7,360).

4.1 Concerns

We asked respondents about their concerns around the goals of the Recognition & Rewards programme and the impact on their own careers (see Figure 19). 30% of respondents are worried that their ability to transfer to another academic institution within the Netherlands is hampered by their chosen profile or focus areas. The picture is very similar for transferring to an academic institution outside the Netherlands. Half of respondents have no concerns about this. 44% of respondents are worried that their chosen profile composition attracts less recognition and reward than other profile compositions. And almost equal proportion of respondents (around 40%) said they agreed with concerns that the standards of teaching and/or research are declining. The same applies to the next statement: around 40% are worried that the Recognition &

Rewards programme requires them to be a jack of all trades; meanwhile, around 40 per cent said they are not worried about this. More than half of respondents expressed concern that the ambitions of the Recognition & Rewards programme will not be achieved in practice. A smaller proportion than for the other statements (17%) disagreed or completely disagreed.

Looking at differences between job categories, we can see that the categories of associate professors, researchers and teachers in particular are more likely than the other job categories to be worried about the consequences of the Recognition & Rewards programme (Table 44 in Annex 2).

In the subject areas of Economics, Law, Behavioural and Social Sciences and Language and Culture, people are more worried than in other subject areas that transferring to an institution outside the Netherlands would be hampered by the Recognition & Rewards programme. In the subject areas of Economics, Law, Behavioural and Social Sciences, and Language and Culture, there is a concern – more so than in other subject areas – that the composition of their profiles is less recognised and rewarded.

Men are less worried than women, non-binary respondents and respondents who preferred not to indicate their gender, about recognition and reward in relation to the composition of their profile (Table 46 in Annex 2). Women are less worried than men, non-binary respondents and respondents who preferred not to indicate their gender, that the quality of research and teaching is declining as a result of the Recognition & Rewards programme.

The group of staff aged between 30 and 50 is most worried about the impacts of the Recognition & Rewards programme, compared with the other age groups (Table 47 in Annex 2). Conversely, this also applies to concerns that the programme's ambitions are not being successfully implemented. One of the concerns mentioned is also shared (more than the mean) by respondents aged 55 or older; they are more likely than the youngest age groups to worry that the standards of education and/or research are declining. Staff with permanent employment contracts are more likely to be worried about the consequences of the Recognition & Rewards programme than those with temporary employment contracts (Table 50 in Annex 2). Respondents of Dutch nationality have fewer concerns than respondents of other nationalities (Table 49 in Annex 2).

Qualitative insights into expectations for the programme

All respondents – regardless of job category, age, familiarity with the programme, subject area or other background variables – want to see more concrete outcomes from the Recognition & Rewards programme. In this regard, respondents indicated that the programme should establish clear guidelines of which the implementation and impact can be measured. Respondents emphasise that in practice, not much happens in the area of Recognition & Rewards because the focus is on publishing and applying for grants. On this theme, respondents therefore expressed their frustration, with one saying: **‘I had great expectations for the Recognition & Rewards programme when it was set up a few years ago. This survey has made me realise that the programme has been running for a few years now and that time flies, but not much really changes. With every survey and new programme, I wonder more and more why I’m still working here.’** Some indicated that the programme has not yet, or has only just, been implemented and that this evaluation is therefore premature. Despite concerns about implementation, people are also hopeful: **‘My concern is that in the unwieldy academic systems, bringing about a culture change will be very difficult and will take a long time. But all the steps in the right direction give me hope!’**

In addition to the view that more concrete outcomes are needed, many respondents emphasised that the programme is contributing to a higher administrative workload: **‘This programme is contributing to the feeling of oppressive bureaucracy at the university.’** In addition, some respondents believe that hard work is part of the school ethos and that this programme will make people work less hard on research, thus impairing its quality. The fear is that the position and standing of Dutch academia on the international stage will diminish.

With regard to the implementation of the Recognition & Rewards programme, respondents said they were worried that the programme is or will be implemented selectively: **‘It will lead to more favouritism.’** They are worried that the benefits of the programme will mainly flow to the people who can tell the most powerful story about their achievements or who are friends with the managers. This is related to the idea mentioned above that the parameters to assess the impact of Recognition & Rewards need to become more objective.

Academics also indicated that leadership positions are often assigned based on the wrong criteria. As a result, there is sometimes a perception that people in these positions have fewer leadership qualities: **‘My manager became a professor because she brings in a lot of money for research, but she has no leadership skills. This is very bad for the team.’** This makes Recognition & Rewards difficult to implement: **‘As long as we keep hiring leaders who are shy of action when they need to support the big changes induced by the R&R programme, nothing will change.’** This theme was touched on by academics with and without supervisory/management roles. The role of managers was identified as very important by several respondents; for example, one respondent said: **‘The leaders are the ones who are crucial in implementing this programme.’**

Many comments express dissatisfaction with advancement opportunities and financial insecurity. Practically speaking, this is reflected in temporary contracts and unclear promotion criteria, leading to academics feeling that their workloads are permanently high: **‘The university runs on overtime. Recognition & Rewards is a nice attempt to ‘see’ people more and reward them for what they do, but it’s not a solution to the structural problem of expecting too much from academic staff.’** Another respondent wrote: **‘There is a lot of focus on the work I am not doing or could do more of. The university continually seems to want all sorts of things from academics that are not related to research or teaching (networking, community events, internal communications such as interviews, external communication, policy changes, social safety discussions and forums, leadership discussions, leadership training). I think that all these tasks mean I can only devote a maximum of 30% of my time to research and teaching.’**

Although this varies by institution and faculty, respondents in most subject areas indicated that academics should be better recognised and rewarded in the field where their strengths lie, especially if their strength lies in teaching: **‘Good people with a heart for teaching are leaving because they are not given a permanent contract or higher appointment. Please make a real effort to implement Recognition & Rewards, because it is through our teaching that we have the most impact.’** Instead, there is now a perception that academics have to be all-rounders, and that those who want to focus on research are not given enough time to do so.

Summary

Around a third to a half of respondents agreed or completely agreed with the various concerns raised about the implementation of the programme. More than half of respondents expressed concern that the ambitions of the Recognition & Rewards programme will not be achieved in practice. At the same time, associate professors, assistant professors, teachers and researchers are the most worried about the effects of the Recognition & Rewards programme on their own careers. In the subject areas of Economics, Law, Behavioural and Social Sciences, and Language and Culture, concerns were raised in a number of areas, more often than by respondents in other subject areas. Women are less worried than others about a possible decline in the standards of education and/or research as a result of the Recognition & Rewards programme. Men are less worried than others about recognition and reward in relation to the composition of their profile. In terms of age, staff aged between 30 and 50 are the most worried about the consequences of the Recognition & Rewards programme, while young people (under 24) and older people (over 65) are the least worried. People with permanent employment contracts are more likely to be worried about the consequences of the Recognition & Rewards programme than those with temporary employment contracts.



Figure 20 Opportunities expected by staff as a result of the Recognition & Rewards programme, 'Through the implementation of the Recognition & Rewards programme, I expect...' (N=6,634-6,769).

Looking at the differences between job categories (see Table 50 in Annex 2), we can see that, more than those in other job categories, associate professors, professors and medical specialist professors expect to experience more frustration/irritation in their work and higher workloads as a result of the Recognition & Rewards programme. Conversely, respondents in the other job categories are more likely than associate professors, professors and medical specialist professors to expect greater job satisfaction than before, to expect to be able to make more fundamental choices than before and to expect broader aspects of quality in their work to be appreciated.

Looking at the differences between subject areas, some subject areas are more likely than others to expect more frustration and irritation and higher work-related pressure. These subject areas are Natural and Life Sciences, Economics, Law, and Language and Culture. The other subject areas expect to experience greater job satisfaction and more fundamental choices, and expect broader aspects of quality to be better appreciated as a result of the Recognition & Rewards programme, to a greater extent than the four subject areas listed above. Besides the positive aspects, the subject areas of Behavioural and Social Sciences and Education were more likely than the mean to expect higher work-related pressure than before.

4.2 Opportunities

We also asked about the possible opportunities that respondents see as a result of the Recognition & Rewards programme (Figure 20). Almost half of respondents expect to experience more or much more job satisfaction than before as a result of the Recognition & Rewards programme. 43% expect no change in job satisfaction. 44% of respondents expect to experience less or much less frustration and irritation in their work than before. Meanwhile, 15% expect to experience more or much more frustration and irritation than before because of the Recognition & Rewards programme. More than half of respondents (55%) expect to be able to make fundamental choices that suit their preferences, talents and life phase more or much more than before. A large proportion of respondents (62%) expect broader aspects of quality in their work to be appreciated more or much more than before. More than half expect their work-related pressure to remain at the same level; roughly equal numbers (around 22% each) expect their work-related pressure to be higher than before or lower than before, as a result of the Recognition & Rewards programme.

Men and respondents who preferred not to indicate their gender were more likely than women and non-binary respondents to expect higher work-related pressure and greater frustration/irritation. The same applies to older versus younger respondents (over 35 versus under 35). Managers are more likely than respondents without a supervisory/management role to expect to experience greater frustration/irritation and higher work-related pressure. The same is true for respondents on permanent contracts compared with those on temporary contracts. Respondents of Dutch nationality are more likely than respondents of other nationalities to expect to experience higher work-related pressure and greater frustration. Respondents of other nationalities are more likely to expect to experience greater job satisfaction and to be able to make more fundamental choices in their work (Table 52 in Annex 2).

Qualitative insights into expectations for the programme

The theme of financial insecurity was raised a lot by researchers and PhD candidates. Young researchers are particularly worried, because they see few opportunities for promotion. Some respondents over 50 said they feel that younger colleagues are being favoured, while others in this age group are worried that these colleagues are weighed down by the workload. One respondent has positive expectations, but also sees risks: **‘There are significant positive opportunities but also risks of new frustrations or higher workloads.’** There are also respondents who feel – to a lesser extent than the above concerns – that women and minorities are being disadvantaged. In the open questions, it was mainly women who expressed themselves on this topic: **‘The tasks that ensure a department runs smoothly are often performed by women. Are those tasks going to be properly recognised now, or will it be the case (...) that the people who do those tasks well (...) are penalised because they have less time for research?’**

In general, respondents emphasised the importance of including different perspectives in the implementation of the programme, since there are many differences between faculties and disciplines. A respondent from Behavioural and Social Sciences wrote: **‘It feels like there are always more demands that have to be met, even though academia is a fairly specialised profession. Not all research (...) has to be socially relevant right now; fundamental work is being obstructed by this.’**

Respondents do see an opportunity for their organisations to become less hierarchical as a result of the Recognition & Rewards programme. One respondent wrote: **‘The Recognition & Rewards programme is finally giving us the opportunity to move towards a flatter, less hierarchical organisation.’**

Summary

More than half of respondents expect to experience greater job satisfaction than before and to be able to make more fundamental choices that align with their preferences; almost half expect to experience less frustration and irritation in their work. Almost a quarter expect their work-related pressure to decrease, while almost a quarter expect them to increase. More than those in other job categories, respondents in more senior job categories expect to experience more frustration/irritation in their work and higher work-related pressure as a result of the Recognition & Rewards programme. Those in other job categories expect to be able to make more fundamental choices and for broader aspects of their work to be appreciated. In the subject areas of Natural and Life Sciences, Economics, Law, and Language and Culture, more frustration and annoyance and higher workloads are expected than in other subject areas. Men and older respondents expect higher workloads and more frustration/irritation than others. The same applies to managers and people with permanent employment contracts.



CHAPTER 5

Summary

Through the Recognition & Rewards programme, Dutch universities, university medical centres, research institutes and research funders have been working since 2020 towards a new balance in the way in which academic work is recognised and rewarded, ensuring that everyone's talent counts. In early 2024, a survey was conducted among all academics at the affiliated institutions to learn whether the set goals are being achieved, what staff members' perceptions are, and what, if any, adjustments need to be made. This culture barometer will be repeated in two years' time to provide insight into the progress of the intended culture change.

5.1 Results of the first Culture Barometer

The results of the first culture barometer are summarised as follows, grouped under the three main themes:

Familiarity

40% of respondents were familiar with the programme before completing the questionnaire. Familiarity was highest in Behavioural and Social Sciences and lowest in Healthcare and Technology. The ambitions of the Recognition & Rewards programme are very well supported, in particular the ambitions around diversifying career paths and focusing on quality. The level of communication about the programme varies; respondents from universities reported the highest levels of communication. In terms of the ambitions of the programme, they are very well supported, in particular the ambitions around diversifying career paths and focusing on quality.

We asked respondents about the extent to which they feel recognised and rewarded. Respondents feel reasonably recognised and, to a slightly lesser extent, rewarded. Respondents in the associate professor, professor and PhD candidate job categories feel most recognised and rewarded. This matches the responses from the different age groups: both older and younger academics feel more recognised and rewarded than the middle-aged groups. Men feel more rewarded than women. Non-binary staff and those who preferred not to indicate their gender feel considerably less rewarded than men.

Experiences

Changes resulting from the Recognition & Rewards programme are most commonly seen in the policy area, and less in relation to culture and systems. The changes are perceived positively, especially by PhD candidates. Half of respondents indicated that quality is more important than quantity in discussing their work. A higher proportion of respondents do not perceive a focus on development over assessment, compared with respondents who do perceive such a focus. The diversification of career paths is predominantly viewed positively, especially by the professor, PhD candidate, associate professor and assistant professor job categories.

The majority of respondents are confident that managers appreciate the value of their talents and ambitions. Respondents think that research could be considered a little less important in relation to taking the next career step, while teaching should be much more important. The same applies to team spirit, open

science and open education. In more than half of cases, staff perceive that everyone's contribution to success is recognised in the team. Respondents were less likely to agree that joint performance is more important than individual performance in their team. More than half feel that showing personal leadership is encouraged and that managers pay attention to team cooperation and staff development. Professors, medical specialist professors, researchers and PhD candidates were the most positive in this regard, while assistant professors and teachers were the least positive. Nearly 40 per cent feel that leadership development receives sufficient attention, but 30 per cent disagree. Over half feel that managers are not given enough time to perform their managerial tasks.

Concerns and opportunities

Around a third to a half of respondents identify with the concerns raised in this questionnaire, for example about a possible decline in the standards of education and research (38%). Respondents were more likely to identify concerns that their chosen profile composition might attract less recognition and reward than other compositions and that the ambitions of the Recognition & Rewards programme will not be achieved in practice. More than half of respondents identified the latter statement as a concern. Half of the respondents are not worried that the Recognition & Rewards programme could present an obstacle to transferring to another academic institution, either within or outside the Netherlands, but around a third are worried about this.

Associate professors, assistant professors, teachers and researchers are the most worried about the effects of the Recognition & Rewards programme on their own careers. In terms of age, staff aged between 30 and 50 are the most worried about the consequences of the Recognition & Rewards programme, while young people (under 24) and older people (over 65) are the least worried. People with permanent employment contracts are more likely to be worried about the consequences of the Recognition & Rewards programme than those with temporary employment contracts. Women are less worried than others about a possible decline in the standards of education and research as a result of the Recognition & Rewards programme.

In terms of opportunities, we see the following picture. More than half of respondents expect to experience greater job satisfaction than before and to be able to make more fundamental choices that align with their preferences; almost half expect to experience less frustration and irritation in their work. Almost a quarter expect lower workloads, while another

quarter expect higher workloads. More than those in other job categories, respondents in the associate professor, professor and medical specialist professor job categories expect to experience more frustration/irritation in their work and higher workloads as a result of the Recognition & Rewards programme. Those in other job categories expect to be able to make more fundamental decisions and for broader aspects of their work to be rewarded.

5.2 Current state of the programme

Fewer than half of respondents were familiar with the Recognition & Rewards programme before completing the survey. The level of familiarity varies by institution and subject area. Within institutions, the announcement and dissemination of the survey were handled very differently.

The ambitions of the programme are well supported and its effects can be seen in practice, including in policies, leadership, and the fact that the focus seems to be shifting more to quality. At the same time, there are big differences between subject areas. It is also noticeable that not all job categories have the same experiences, and that men have more positive experiences than women.

For the programme itself, the outcomes provide possible starting points to focus on; for the institutions, which receive their own reports in table form, the outcomes could potentially prompt internal changes.

ANNEX 1

Explanation of the response rate

B.1.1 Response

11,973 respondents started the questionnaire. Of these, 86 did not click further and 154 respondents answered 'no' when asked if they gave permission (informed consent) to participate in the questionnaire. 11,733 respondents thus completed at least part of the questionnaire; 7,929 completed the questionnaire in full.

We tested the response for quality by checking for 'straightliners' and speed. Straightliners are respondents who quickly click through matrix questions by answering all questions with the same answer. We removed respondents who gave unvaried answers to multiple question blocks (7 respondents). We also removed respondents who completed the questionnaire in less than 5 minutes and gave straightline answers to at least one question (34 respondents). We then removed respondents who did not indicate their institution and did not complete the questionnaire. Another 24 respondents specified their institution but did not complete the questionnaire. These respondents were included.

We checked the remaining responses (7,934 respondents) for appropriateness – did we have responses from the right target group? To do this, we started by checking and recoding the institutions:

- Several respondents had given the name of one of the KNAW or NWO institutes under 'other, namely'. We recoded these to the main category.
- 75 respondents left the institution blank, with 5 respondents explicitly stating that they did not want to answer the question.
- Four respondents specified institutions that are not participating in the Recognition & Rewards programme, with one respondent indicating that he/she is an external PhD candidate. We removed these four respondents.

We then recoded the job categories:

- 140 job categories were able to be recoded from the 'other, namely' category.
- The 'other, namely' category included many programme directors, other directors and deans. These respondents did not specify their academic position. We kept these respondents in the 'other' category.
- 1 respondent wrote: 'I'm afraid to report this'. For this respondent, we recoded the job category as 'missing'.
- 66 respondents did not belong to the target group, so we removed them from the dataset. These were mainly support staff, ranging from policy officers and lab specialists to HR advisers.
- The 'conceptual engineers' job category (visible only to NWO institutes) contained 5 respondents. This is too few to report on. We have therefore recoded these to the 'other' category.

Finally, we recoded the subject areas:

- Many respondents selected 'cross-sector/other, namely' as a category. We were able to recode 398 of these respondents to the main category.
- We left 41 respondents as cross-sector, in 31 cases because no further explanation was given, in the remaining cases because it appeared from the explanation that cross-sector subject areas were involved.
- 5 respondents indicated they did not want to answer this question; we coded their subject area as 'missing'.
- One respondent stated that they were 'supportive of all subject areas'. We removed this respondent.

After the above recoding, we were left with a sample of 7,863 respondents. The questionnaire was sent to at least 65,123 potential respondents from the different institutions. This means that 18% of potential respondents started the questionnaire, and 12% completed it. This brings the completion rate to 67%: two-thirds of respondents who started the questionnaire also completed it.

B.1.2 Response structure

Below, we present the structure of our sample, according to various background characteristics. About half of the respondents were from mainstream universities, 27% from university medical centres, 20% from universities of technology, 3% from NWO and KNAW institutes and 1% from ideologically-based universities. In Section B.1.3 we discussed representativeness, comparing the response rate with the population.

Table 1 Distribution of responses by type of institution (N=7,781).

	Percentage	Number
Universities	49%	3,833
Universities of technology	20%	1,562
Ideologically-based universities	1%	71
NWO and KNAW institutes	3%	196
University medical centres	27%	2,119

The response rates for men and women were equal (both 47%). A small proportion of respondents indicated that they identified as non-binary or other and 5% preferred not to answer this question.

Table 2 Distribution of responses by gender (N=7,760).

	Percentage	Number
Male	47%	3,653
Female	47%	3,652
Non-binary or none of the above	1%	45
Prefer not to say	5%	410

Assistant professors are the most represented in the response (27%), followed by associate professors, PhD candidates (both 17%) and professors (15%). The least-represented categories are medical specialists (3%), medical specialist professors (2%) and the 'other, namely ...' category (1%). The latter group includes people such as department heads and deans, who did not designate any of the other academic positions first.

Table 3 Distribution of responses by job category (N=7,795).

	Percentage	Number
Professors	15%	1,176
Medical Specialist Professors	2%	147
Associate professors	17%	1,319
Assistant professors	27%	2,104
Researchers (including postdoctoral researchers)	11%	849
Teachers (including academic teachers)	7%	581
PhD candidates	17%	1,299
Medical specialists not in any of the above academic positions	3%	243
Other, namely ...	1%	77

The category of 'medical specialists not in any of the above academic positions' includes doctors whose primary role is not an academic one, but who do carry out research. For the other positions, to separate out those who are also engaged in patient care, we asked the respondents from university medical centres whether they are also doctors. 40% of them are.

Table 4 Distribution of responses by whether the respondent is a doctor, asked only of university medical centre respondents (N=2,094).

	Percentage	Number
Yes	40%	829
No	60%	1,265

In terms of age, the groups between 25 and 45 years are the most represented (14–16%). This is followed by the 45 to 50 group (12%); after that, the percentage decreases by 2% for each older age group. The groups '24 years or younger' and '65 years or older' are less well represented (1% and 3%, respectively).

Table 5 Distribution of responses by age group (N=7,624).

	Percentage	Number
24 years or younger	1%	95
25–29 years	14%	1,049
30–34 years	14%	1,039
35–39 years	15%	1,115
40–44 years	16%	1,188
45–49 years	12%	895
50–54 years	10%	799
55–59 years	8%	641
60–64 years	8%	596
65 years or older	3%	207

Most respondents work in the Healthcare subject area. After that, the subject areas of Natural and Life Sciences, Behavioural and Social Sciences and Technology are the most represented. Economics (6%), Law (4%), Education (3%) and Agriculture and Applied Life Sciences (2%) are less well represented.

Table 6 Distribution of responses by subject area (N=7,729).

	Percentage	Number
Agriculture and Applied Life Sciences	2%	125
Natural and Life Sciences	19%	1,496
Technology	13%	988
Healthcare	25%	1,964
Economics	6%	481
Law	4%	339
Behavioural and Social Sciences	18%	1,390
Language and Culture	9%	665
Education (as an academic field)	3%	209
Other, namely ...	1%	72

Half of respondents said they had a supervisory/management role, while the other half did not.

Table 7 Distribution of responses by supervisory/management role yes or no (N=7,627).

	Percentage	Number
Yes	50%	3,825
No	50%	3,802

Almost three-quarters of respondents have a permanent employment contract.

Table 8 Distribution of responses by type of employment contract (N=7,793)

	Percentage	Number
Permanent employment contract	72%	5,619
Temporary employment contract	28%	2,174

Almost three-quarters of respondents are of Dutch nationality; 19% have the nationality of a country in the European Union and 10% are from outside the EU.

Table 9 Distribution of responses by nationality (N=7,710).

	Percentage	Number
Dutch	72%	5,536
Nationality within European Union	19%	1,433
Nationality of a country outside the EU	10%	741

B.1.3 Representativeness

We requested institutions to provide population data for the academics to whom they intended to administer the questionnaire. From almost all institutions, we obtained data on: the number of academic staff, male-female distribution, and distribution by age, subject area and job category. This did not result in a complete picture in all cases. For instance, not every institution keeps track of the distribution by subject area, we did not receive the age distribution from all institutions, and some institutions use different job categories, which could not be fully translated into the categories we used. For example, one institution indicated that Economics was not a separate category for them; these academics were classified under Behavioural and Social Sciences. We did not receive population data from one small university, so we cannot precisely define the full population. But in terms of determining representativeness, it does give a good indication.

Gender

The population is 51% men and 49% women, along with a small proportion of non-binary academics (recorded in the institutions' HR systems; 0.1%). There are more non-binary respondents in the sample (in absolute numbers) than in the population. This indicates that institutions do not know how their staff identify in all cases. Furthermore, there were 5% respondents in the sample who did not want to answer the question about gender. Men and women are evenly divided in the response rate, both 47%. The sample is therefore representative in terms of male-female distribution.

Table 10 Proportion of gender in population versus responses

	Population (N=65,027)	Responses (N=7,760)	Difference (Responses – population)
Male	51%	47%	-4%
Female	49%	47%	-2%
Non-binary or none of the above	0.1%	1%	1%
I would rather not say		5%	5%

Age

The 25–35 age group is by far the largest in the population (44%), but it makes up a significantly smaller proportion of responses (27%). This is mainly due to the 25–29 age group, which accounts for a quarter of the population but provided 14% of responses. We can see from the results that PhD candidates (who appear more frequently in this age group) are much less familiar with the Recognition & Rewards programme. This may be a reason for their underrepresentation in the responses. The 40–45 age group is slightly overrepresented (11% of the population, 16% of responses).

Table 11 Proportion of age in population versus responses

	Population (N=62,375)	Responses (N=7,624)	Difference (Response rate – population)
24 years or younger	3%	1%	-1%
25–29 years	25%	14%	-11%
30–34 years	19%	14%	-6%
35–39 years	14%	15%	1%
40–44 years	11%	16%	5%
45–49 years	8%	12%	4%
50–54 years	7%	10%	4%
55–59 years	6%	8%	2%
60–64 years	6%	8%	2%
65 years or older	3%	2%	0%

Subject area

More than a third (35%) of the population are academics in the Healthcare subject area. This subject area still produced the largest proportion of responses, but less than its share of the population (25%). Natural and Life Sciences are slightly overrepresented

(11% of the population, 19% of responses), as are Behavioural and Social Sciences (11% of the population, 18% of responses). Technology is slightly underrepresented (18% of the population, 13% of responses). The other subject areas are reasonably well represented in the responses, with deviations of less than 5%.

Table 12 Proportion of subject areas in population versus responses

	Population (N=61,837)	Responses (N=7,729)	Difference (Responses – population)
Agriculture and Applied Life Sciences	4%	2%	-3%
Natural and Life Sciences	11%	19%	8%
Technology	18%	13%	-6%
Healthcare	35%	25%	-10%
Economics	4%	6%	2%
Law	5%	4%	-1%
Behavioural and Social Sciences	11%	18%	7%
Language and Culture	8%	9%	1%
Education (as an academic field)	0%	3%	2%
Other, namely ... (cross-sector)	3%	1%	-2%

Job category

Professors are overrepresented in the responses (7% of the population, 15% of responses). The same applies to associate professors (7% of the population, 17% of responses) and

assistant professors (14% of the population, 27% of responses). This matches the picture for age; the two are also highly correlated. PhD candidates are underrepresented (29% of the population, 17% of responses).

Table 13 Proportion of job categories in population versus responses

	Population (N=64,686)	Responses (N=7,795)	Difference (Responses – population)
Professors	7%	15%	8%
Professor/Medical Specialists [only visible to staff at university medical centres]	1%	2%	1%
Associate professors	7%	17%	10%
Assistant professors	14%	27%	13%
Researchers (including postdoctoral researchers)	17%	11%	-6%
Teachers (including academic teachers)	12%	7%	-4%
PhD candidates	29%	17%	-12%
Medical specialists not in any of the above academic positions [only visible to staff at university medical centres]	7%	3%	-4%
Conceptual and other engineers [only visible to staff of NWO institutes]	0%	0%	0%
Other, namely ...	7%	1%	-6%

Non-response analysis

Based on the data from non-selected responses in the sample, we identified the extent to which the picture we presented in the findings is representative. After cleaning up the content as described earlier in this annex, we compared the respondents who did not complete the questionnaire with those who did. We compared the 7,863 respondents in our sample with the 3,758 respondents who were not selected. This means that the non-sample group is a lot smaller than the sample group.

Respondents who stopped early were less likely to be familiar with the Recognition & Rewards programme than respondents who completed the questionnaire. Respondents who were already familiar with the programme were thus more likely to complete the questionnaire.

Table 14 **Degree of awareness of the programme before this questionnaire, by response rate (N=9,171).**

	Mean
In sample	2.9
Not in sample	2.2

The respondents who stopped early discuss the Recognition & Rewards programme with their colleagues less often than the respondents who completed the questionnaire. They were also less likely to have received communications from the institution about the programme.

Table 15 **Degree of communication, by response rate (N=8,419-9,188).**

	In sample	Not in sample
I discuss the Recognition & Rewards programme with my colleagues.	2.2	1.9
There is communication from my institution about the Recognition & Rewards programme.	2.5	2.3

The respondents who completed the questionnaire generally feel less recognised and rewarded for the work they do. A tentative conclusion is that people who are more in need of the programme, because they feel less recognised and rewarded, are more likely to fill in the questionnaire.

Table 16 **Extent of perceived recognition and reward, by response rate (N=8,861-8,867).**

	In sample	Not in sample
In general, I feel recognised for the work I do	3.3	3.2
In general, I feel rewarded for the work I do	3.4	3.3

Respondents who completed the questionnaire are more likely to support the ambitions of the Recognition & Rewards programme than those who did not, with the exception of ambitions around open science. With regard to the last three ambitions, no difference can be seen between the two response groups, while there are differences for the first two ambitions.

Table 17 **To what extent are the programme's ambitions supported? By response rate (N=8,969-9,178).**

	In sample	Not in sample
Diversifying and vitalising career paths	4.5	4.4
Achieving balance between individuals and the collective	4.3	4.2
Focusing on quality (and less emphasis on quantity)	4.6	4.5
Stimulating all aspects of open science	4.2	4.3
Stimulating leadership (in academia)	4.2	4.2

ANNEX 2

Tables

B.2.1 Breakdown tables

In this annex, we present the breakdowns for the various findings. We present the figures based on differences in mean. This is the mean on a scale from 1 to 5. We present the mean at the bottom of the tables, and figures above the mean are shown in bold. This means that respondents in that category are, for example, more likely than average to agree with a statement.

Table 18 Familiarity with the ambitions of the Recognition & Rewards programme, by job category (N=7,770-7,782).

	Diversifying and vitalising career paths		Achieving balance between individuals and the collective		Focusing on quality (and less emphasis on quantity)		Stimulating all aspects of open science		Stimulating leadership (in academia)	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Professors	3.5**	1.2	3.8	1.1	3.9	1.1	3.8	1.1	3.6	1.2
Medical Specialist Professors	2.7	1.2	2.7	1.2	3.2	1.3	3.3	1.2	3.1	1.2
Associate professors	3.1	1.2	3.5	1.2	3.5	1.2	3.4	1.2	3.3	1.2
Assistant professors	2.7	1.2	3.1	1.3	3.1	1.3	3.1	1.3	2.8	1.2
Researchers (including postdoctoral researchers)	2.2	1.2	2.4	1.3	2.6	1.3	2.8	1.4	2.3	1.2
Teachers (including academic teachers)	2.2	1.1	2.6	1.3	2.6	1.3	2.5	1.2	2.3	1.2
PhD candidates	1.9	1.1	2.0	1.2	2.4	1.3	2.5	1.4	2.0	1.2
Medical specialists not in any of the above academic positions	1.7	0.8	1.8	0.9	2.0	1.1	2.1	1.2	2.1	1.1
Other, namely ...	2.6	1.4	2.8	1.4	3.0	1.4	3.0	1.4	2.8	1.3
Total	2.6	1.3	2.9	1.4	3.1	1.3	3.1	1.3	2.8	1.3

* Figures above the mean are shown in bold

** Answer categories 1: Not at all, 2: Hardly, 3: Somewhat, 4: Largely, 5: Completely

*** Standard deviation

Table 19 Familiarity with the ambitions of the Recognition & Rewards programme, by subject area (N=7,706–7,718).

	Diversifying and vitalising career paths		Achieving balance between individuals and the collective		Focusing on quality (and less emphasis on quantity)		Stimulating all aspects of open science		Stimulating leadership (in academia)	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Agriculture and Applied Life Sciences	2.8**	1.3	3.2	1.3	3.3	1.3	3.0	1.3	2.8	1.3
Natural and Life Sciences	2.7	1.3	3.0	1.3	3.1	1.3	3.1	1.3	2.8	1.3
Technology	2.5	1.3	2.7	1.4	2.8	1.3	2.9	1.3	2.6	1.3
Healthcare	2.3	1.2	2.4	1.3	2.8	1.4	2.9	1.4	2.6	1.3
Economics	2.8	1.3	3.3	1.3	3.2	1.3	3.1	1.2	3.0	1.3
Law	2.9	1.3	3.1	1.4	3.2	1.3	2.9	1.3	3.0	1.4
Behavioural and Social Sciences	2.9	1.3	3.3	1.3	3.4	1.2	3.3	1.3	3.0	1.3
Language and Culture	2.8	1.3	3.1	1.4	3.2	1.3	3.0	1.3	2.8	1.3
Education (as an academic field)	2.7	1.3	3.1	1.3	3.2	1.3	3.1	1.3	2.9	1.3
Other, namely ...	2.7	1.3	3.0	1.4	2.8	1.4	3.0	1.3	2.7	1.3
Total	2.6	1.3	2.9	1.4	3.1	1.3	3.1	1.3	2.8	1.3

* Figures above the mean are shown in bold

** Answer categories 1: Not at all, 2: Hardly, 3: Somewhat, 4: Largely, 5: Completely

*** Standard deviation

Table 20 To what extent do you support the ambitions of the Recognition & Rewards programme? By job category (N=7,554–7,720).

	Diversifying and vitalising career paths		Achieving balance between individuals and the collective		Focusing on quality (and less emphasis on quantity)		Stimulating all aspects of open science		Stimulating leadership (in academia)	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Professors	4.3**	1.0	4.2	0.9	4.4	0.9	4.0	1.0	4.2	0.9
Medical Specialist Professors	4.3	0.8	4.2	0.8	4.4	0.8	4.2	0.9	4.4	0.8
Associate professors	4.4	0.9	4.3	0.9	4.5	0.8	4.1	0.9	4.2	0.9
Assistant professors	4.5	0.8	4.3	0.8	4.6	0.7	4.3	0.8	4.2	0.9
Researchers (including postdoctoral researchers)	4.5	0.7	4.4	0.7	4.6	0.7	4.4	0.7	4.3	0.8
Teachers (including academic teachers)	4.6	0.7	4.3	0.8	4.6	0.6	4.3	0.8	4.1	0.9
PhD candidates	4.5	0.7	4.3	0.7	4.7	0.6	4.5	0.7	4.3	0.8
Medical specialists not in any of the above academic positions	4.4	0.7	4.4	0.8	4.6	0.7	4.3	0.8	4.3	0.8
Other, namely ...	4.5	0.8	4.2	0.9	4.4	0.9	4.1	0.9	4.3	0.9
Total	4.5	0.8	4.3	0.8	4.6	0.7	4.2	0.9	4.2	0.9

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 21 To what extent do you support the ambitions of the Recognition & Rewards programme? By age (N=7,488-7,656).

	Diversifying and vitalising career paths		Achieving balance between individuals and the collective		Focusing on quality (and less emphasis on quantity)		Stimulating all aspects of open science		Stimulating leadership (in academia)	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
24 years or younger	4.3**	0.8	4.2	0.7	4.7	0.5	4.4	0.7	4.1	0.8
25-29 years	4.5	0.7	4.3	0.7	4.7	0.6	4.5	0.7	4.3	0.8
30-34 years	4.6	0.7	4.4	0.8	4.6	0.7	4.4	0.7	4.3	0.8
35-39 years	4.5	0.8	4.3	0.8	4.6	0.7	4.3	0.8	4.2	0.9
40-44 years	4.5	0.8	4.3	0.8	4.5	0.7	4.2	0.9	4.2	0.9
45-49 years	4.4	0.8	4.3	0.8	4.5	0.8	4.2	0.9	4.2	0.9
50-54 years	4.5	0.8	4.3	0.9	4.5	0.7	4.1	1.0	4.3	0.9
55-59 years	4.4	0.9	4.3	0.9	4.5	0.8	4.1	0.9	4.1	0.9
60-64 years	4.3	0.8	4.2	0.9	4.4	0.8	4.1	1.0	4.1	0.9
65 years or older	4.3	0.9	4.2	0.9	4.4	0.9	4.1	1.1	4.2	1.0
Total	4.5	0.8	4.3	0.8	4.6	0.7	4.2	0.9	4.2	0.9

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 22 To what extent do you support the ambitions of the Recognition & Rewards programme? By subject area (N=7,488-7,656).

	Diversifying and vitalising career paths		Achieving balance between individuals and the collective		Focusing on quality (and less emphasis on quantity)		Stimulating all aspects of open science		Stimulating leadership (in academia)	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Agriculture and Applied Life Sciences	4.6**	0.6	4.4	0.7	4.5	0.7	4.2	0.8	4.1	0.9
Natural and Life Sciences	4.4	0.8	4.3	0.9	4.5	0.8	4.2	0.9	4.2	0.9
Technology	4.5	0.7	4.3	0.8	4.6	0.7	4.3	0.8	4.2	0.9
Healthcare	4.5	0.7	4.4	0.8	4.6	0.7	4.3	0.8	4.4	0.8
Economics	4.2	1.0	4.1	0.9	4.4	0.8	4.0	0.9	4.0	0.9
Law	4.4	1.0	4.3	0.8	4.6	0.7	4.1	0.9	4.2	0.9
Behavioural and Social Sciences	4.5	0.8	4.4	0.8	4.6	0.7	4.3	0.9	4.2	0.9
Language and Culture	4.4	0.9	4.3	0.9	4.6	0.7	4.2	0.9	4.0	1.0
Education (as an academic field)	4.7	0.6	4.5	0.7	4.7	0.5	4.4	0.7	4.4	0.8
Other, namely ...	4.5	0.9	4.4	0.9	4.4	1.0	4.1	1.0	4.0	1.0
Total	4.5	0.8	4.3	0.8	4.6	0.7	4.2	0.9	4.2	0.9

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 23 Communication about the Recognition & Rewards programme, by job category (N=7,189–7,766).

	I talk about the Recognition & Rewards programme with my colleagues.		My institution communicates about the Recognition & Rewards programme.	
	Mean*	SD***	Mean	SD
Professors	3.0**	1.2	3.1	1.0
Medical Specialist Professors	2.2	1.2	2.4	1.0
Associate professors	2.6	1.2	2.7	1.0
Assistant professors	2.3	1.2	2.6	1.0
Researchers (including postdoctoral researchers)	1.8	1.2	2.0	1.0
Teachers (including academic teachers)	2.0	1.2	2.3	1.0
PhD candidates	1.6	1.1	2.0	1.1
Medical specialists not in any of the above academic positions	1.4	0.9	1.7	0.9
Other, namely ...	2.5	1.3	2.7	1.1
Total	2.2	1.2	2.5	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Never, 2: Rarely, 3: Occasionally, 4: Often, 5: Very often

*** Standard deviation

Table 24 Communication about the Recognition & Rewards programme, by subject area (N=7,129–7,699).

	I talk about the Recognition & Rewards programme with my colleagues.		My institution communicates about the Recognition & Rewards programme.	
	Mean*	SD***	Mean	SD
Agriculture and Applied Life Sciences	2.5**	1.3	2.8	1.0
Natural and Life Sciences	2.2	1.2	2.5	1.1
Technology	2.1	1.3	2.4	1.1
Healthcare	1.9	1.2	2.2	1.1
Economics	2.4	1.2	2.7	1.1
Law	2.4	1.3	2.8	1.1
Behavioural and Social Sciences	2.5	1.2	2.7	1.1
Language and Culture	2.3	1.2	2.5	1.0
Education (as an academic field)	2.4	1.3	2.6	1.1
Other, namely ...	2.4	1.4	2.4	1.1
Total	2.2	1.2	2.5	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Never, 2: Rarely, 3: Occasionally, 4: Often, 5: Very often

*** Standard deviation

Table 25 Extent to which respondents feel recognised and rewarded for the work they do, by job category (N=7,781-7,785).

	Recognised		Rewarded	
	Mean*	SD***	Mean	SD
Professors	3.8**	1.0	3.7	1.1
Medical Specialist Professors	4.0	0.9	3.9	1.0
Associate professors	3.2	1.1	3.1	1.1
Assistant professors	3.0	1.1	2.8	1.2
Researchers (including postdoctoral researchers)	3.2	1.1	3.1	1.1
Teachers (including academic teachers)	3.1	1.1	3.1	1.2
PhD candidates	3.3	1.0	3.2	1.1
Medical specialists not in any of the above academic positions	3.3	1.0	3.3	1.0
Other, namely ...	3.5	1.1	3.4	1.1
Total	3.3	1.1	3.1	1.2

* Figures above the mean are shown in bold

** Answer categories 1: Not at all applicable, 2. Slightly applicable, 3: Moderately applicable, 4: Very much applicable, 5: Extremely applicable

*** Standard deviation

Table 26 Extent to which respondents feel recognised and rewarded for the work they do, by age (N=7,610-7,614).

	Recognised		Rewarded	
	Mean*	SD***	Mean	SD
24 years or younger	3.6	0.8	3.4	0.9
25-29 years	3.3	1.0	3.2	1.0
30-34 years	3.2	1.1	3.0	1.1
35-39 years	3.1	1.1	3.0	1.1
40-44 years	3.2	1.1	3.0	1.2
45-49 years	3.2	1.1	3.1	1.2
50-54 years	3.4	1.1	3.3	1.2
55-59 years	3.5	1.1	3.4	1.2
60-64 years	3.5	1.1	3.4	1.2
65 years or older	3.7	1.1	3.7	1.1
Total	3.3	1.1	3.2	1.2

* Figures above the mean are shown in bold

** Answer categories 1: Not at all applicable, 2. Slightly applicable, 3: Moderately applicable, 4: Very much applicable, 5: Extremely applicable

*** Standard deviation

Table 27 **Changes due to the Recognition & Rewards programme experienced in relation to systems, policies and culture, by institution type (N=5,975–6,430).**

	System		Policies		Culture	
	Mean*	SD***	Mean	SD	Mean	SD
University medical centres	3.1**	0.8	3.2	0.9	3.2	0.8
Universities	3.2	0.8	3.3	1.0	3.3	0.9
NWO and KNAW institutes	3.3	0.8	3.4	0.9	3.3	0.9
Ideologically-based universities	3.3	1.0	3.6	1.0	3.4	1.1
Universities of technology	3.2	0.8	3.4	0.9	3.3	0.8
Total	3.2	0.8	3.3	1.0	3.3	0.9

* Figures above the mean are shown in bold

** Answer categories 1: Negative change, 2: Somewhat negative change, 3: No change, 4: Somewhat positive change, 5: Positive change

*** Standard deviation

Table 28 **Changes due to the Recognition & Rewards programme experienced in relation to systems, policies and culture, by job category (N=5,986–6,434).**

	System		Policies		Culture	
	Mean*	SD***	Mean	SD	Mean	SD
Professors	3.4**	0.9	3.5	1.1	3.4	0.9
Medical Specialist Professors	3.2	0.9	3.3	1.0	3.3	0.9
Associate professors	3.2	0.8	3.4	1.0	3.3	0.9
Assistant professors	3.1	0.8	3.3	1.0	3.2	0.8
Researchers (including postdoctoral researchers)	3.1	0.8	3.2	0.9	3.2	0.8
Teachers (including academic teachers)	3.1	0.8	3.2	0.9	3.2	0.8
PhD candidates	3.2	0.7	3.3	0.8	3.3	0.8
Medical specialists not in any of the above academic positions	3.0	0.8	3.1	0.8	3.1	0.8
Other, namely ...	3.3	0.8	3.4	0.8	3.3	0.9
Total	3.2	0.8	3.3	1.0	3.3	0.9

* Figures above the mean are shown in bold

** Answer categories 1: Negative change, 2: Somewhat negative change, 3: No change, 4: Somewhat positive change, 5: Positive change

*** Standard deviation

Table 29 **Changes due to the Recognition & Rewards programme experienced in relation to systems, policies and culture, by subject area (N=5,9733–6,379).**

	System		Policies		Culture	
	Mean*	SD***	Mean	SD	Mean	SD
Agriculture and Applied Life Sciences	3.3**	0.7	3.5	0.8	3.3	0.8
Natural and Life Sciences	3.1	0.8	3.3	1.0	3.2	0.9
Technology	3.3	0.8	3.4	0.9	3.4	0.9
Healthcare	3.2	0.8	3.3	0.9	3.3	0.8
Economics	3.1	0.9	3.3	1.1	3.2	0.9
Law	3.2	0.8	3.3	1.0	3.3	0.9
Behavioural and Social Sciences	3.3	0.8	3.4	1.0	3.3	0.9
Language and Culture	3.1	0.8	3.3	1.0	3.2	0.9
Education (as an academic field)	3.2	0.8	3.4	0.9	3.3	0.9
Other, namely ...	3.0	0.8	3.3	0.9	3.2	0.9
Total	3.2	0.8	3.3	1.0	3.3	0.9

* Figures above the mean are shown in bold

** Answer categories 1: Negative change, 2: Somewhat negative change, 3: No change, 4: Somewhat positive change, 5: Positive change

*** Standard deviation

In Table 30 and Table 31, we present the means for each statement by job category and subject area. Statements 1–6 are repeated below:

1. My ambitions are taken into account when reaching agreements about my work.
2. When reaching agreements about my work, my impression is that there is a good balance between attention paid to my talents and attention to the needs of the institution.
3. I feel I can continue to develop in the kind of work that suits me best.
4. I find that combining the different domains (teaching, research, impact, patient care, leadership) is achievable in my job.
5. My experience is that I have to excel in all the various domains of my work.
6. I get the impression that the various domains in my institution are appreciated to the same extent.

Table 30 **Extent of agreement with statements around diversifying and vitalising career paths, by job category (N=7,394–7,640).**

	1		2		3		4		5		6	
	Mean*	SD***	Mean	SD								
Professors	3.7**	1.0	3.5	1.0	3.7	1.0	3.4	1.2	3.8	0.9	2.5	1.0
Medical Specialist Professors	3.7	0.9	3.5	0.9	3.9	0.9	3.5	1.2	3.8	0.9	2.7	1.1
Associate professors	3.5	1.1	3.2	1.1	3.4	1.0	3.1	1.1	4.0	1.0	2.1	0.9
Assistant professors	3.4	1.0	3.1	1.1	3.3	1.1	2.9	1.1	4.0	1.0	2.0	0.9
Researchers (including postdoctoral researchers)	3.6	1.0	3.3	1.0	3.4	1.1	3.1	1.1	3.8	1.0	2.3	1.0
Teachers (including academic teachers)	3.4	1.1	3.1	1.1	3.1	1.1	2.8	1.2	3.6	1.0	1.9	1.0
PhD candidates	3.7	0.9	3.4	1.0	3.6	1.0	3.4	1.1	3.7	0.9	2.5	1.1
Medical specialists not in any of the above academic positions	3.4	1.0	3.0	1.0	3.4	1.0	2.9	1.1	3.7	1.0	2.0	0.9
Other, namely ...	3.5	0.9	3.4	0.9	3.6	1.0	3.2	1.1	3.7	1.1	2.4	0.9
Total	3.5	1.0	3.3	1.0	3.5	1.1	3.1	1.1	3.9	1.0	2.2	1.0

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 31 Extent of agreement with statements around Diversifying and vitalising career paths, by subject area (N=7,455-7,703).

	1		2		3		4		5		6	
	Mean*	SD***	Mean	SD								
Agriculture and Applied Life Sciences	3.6**	1.0	3.4	1.0	3.5	1.0	3.5	1.1	3.8	0.9	2.4	1.0
Natural and Life Sciences	3.5	1.0	3.2	1.0	3.4	1.0	3.1	1.1	3.9	1.0	2.2	1.0
Technology	3.6	1.0	3.3	1.1	3.5	1.1	3.3	1.1	3.8	1.0	2.4	1.1
Healthcare	3.6	1.0	3.3	1.0	3.6	1.0	3.2	1.1	3.8	0.9	2.2	1.0
Economics	3.5	1.1	3.3	1.1	3.4	1.1	3.1	1.2	3.8	1.0	2.1	1.1
Law	3.4	1.1	3.2	1.1	3.4	1.1	3.1	1.1	3.9	0.9	2.1	1.1
Behavioural and Social Sciences	3.5	1.0	3.3	1.1	3.4	1.1	3.0	1.1	3.9	1.0	2.2	1.0
Language and Culture	3.4	1.1	3.1	1.1	3.2	1.1	2.9	1.2	3.9	1.0	2.2	1.0
Education (as an academic field)	3.7	1.0	3.3	1.1	3.6	1.1	3.2	1.2	3.8	1.0	2.3	1.2
Other, namely ...	3.4	1.1	3.2	1.2	3.4	1.0	3.0	1.2	3.8	1.1	2.0	0.8
Total	3.5	1.0	3.3	1.0	3.5	1.1	3.1	1.1	3.9	1.0	2.2	1.0

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Below, we repeat the statements regarding a focus on development. In the tables we present, we indicate the statements with the corresponding number.

1. When talking about my work, the quality of my work is more important than the quantity.
2. In my work, other more innovative and creative kinds of output are recognised and rewarded, alongside publications for instance.
3. The societal relevance of my work is appreciated.
4. In my institution, the focus is on development (instead of assessment).
5. I am confident that my supervisor/manager appreciates the value of my talents and ambitions.

Table 32 **Extent of agreement with statements regarding a focus on development, by job category (N=7,065–7,634).**

	1		2		3		4		5	
	<i>Mean*</i>	<i>SD***</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Professors	3.5**	1.0	3.3	1.0	3.7	1.0	3.0	1.0	3.7	1.1
Medical Specialist Professors	3.5	0.9	3.3	0.9	3.6	1.0	3.0	1.0	3.7	1.0
Associate professors	3.2	1.0	2.9	1.0	3.3	1.0	2.7	1.0	3.5	1.2
Assistant professors	3.1	1.1	2.8	1.1	3.3	1.0	2.7	1.0	3.5	1.2
Researchers (including postdoctoral researchers)	3.4	1.0	3.1	1.1	3.4	1.0	2.9	1.0	3.6	1.1
Teachers (including academic teachers)	3.2	1.0	3.0	1.1	3.1	1.1	2.9	1.1	3.4	1.2
PhD candidates	3.6	1.0	3.2	1.1	3.6	1.0	3.3	1.0	3.9	1.0
Medical specialists not in any of the above academic positions	3.1	0.9	2.9	1.0	3.2	1.0	2.8	0.9	3.3	1.1
Other, namely ...	3.5	0.9	3.4	1.0	3.5	1.0	3.0	0.9	3.4	1.2
Total	3.3	1.0	3.0	1.1	3.4	1.0	2.9	1.0	3.6	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 33 Extent of agreement with statements regarding a focus on development, by subject area (N=7,010–7,572).

	1		2		3		4		5	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Agriculture and Applied Life Sciences	3.2**	1.0	3.0	1.1	3.4	0.9	2.8	1.0	3.6	1.1
Natural and Life Sciences	3.4	1.0	3.0	1.0	3.3	1.0	2.8	1.0	3.6	1.2
Technology	3.5	1.1	3.1	1.1	3.5	1.0	3.1	1.0	3.7	1.1
Healthcare	3.3	1.0	3.1	1.0	3.5	1.0	2.9	1.0	3.6	1.1
Economics	3.3	1.1	2.7	1.1	3.3	1.1	2.7	1.1	3.5	1.2
Law	3.2	1.1	3.0	1.1	3.3	1.1	2.9	1.0	3.4	1.2
Behavioural and Social Sciences	3.3	1.0	3.1	1.1	3.5	1.0	2.9	1.1	3.6	1.1
Language and Culture	3.2	1.0	2.9	1.1	3.3	1.1	2.7	1.0	3.5	1.2
Education (as an academic field)	3.4	1.0	3.3	1.0	3.6	1.1	3.2	1.1	3.6	1.0
Other, namely ...	3.2	1.0	2.9	1.1	3.4	1.0	2.8	0.9	3.5	1.2
Total	3.3	1.0	3.0	1.1	3.4	1.0	2.9	1.0	3.6	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 34 Extent of agreement with statements regarding a focus on development, by institution type (N=7,052–7,620).

	1		2		3		4		5	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
University medical centres	3.3**	1.0	3.1	1.0	3.5	1.0	2.9	1.0	3.6	1.1
Universities	3.3	1.0	3.0	1.1	3.4	1.1	2.8	1.0	3.5	1.2
NWO and KNAW institutes	3.7	0.9	3.4	1.0	3.6	1.0	3.1	1.0	3.8	1.1
Ideologically-based universities	3.5	0.9	3.4	1.1	3.9	1.0	3.3	1.0	3.7	1.1
Universities of technology	3.4	1.1	3.0	1.1	3.5	1.0	3.0	1.1	3.6	1.1
Total	3.3	1.0	3.0	1.1	3.4	1.0	2.9	1.0	3.6	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 35 Extent of agreement with statements regarding a focus on development, by supervisory/management role (N=6,922–7,472).

	1		2		3		4		5	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Yes	3.3**	1.0	3.1	1.0	3.5	1.0	2.9	1.0	3.6	1.1
No	3.3	1.0	3.0	1.1	3.4	1.0	2.9	1.1	3.5	1.2
Total	3.3	1.0	3.0	1.1	3.4	1.0	2.9	1.0	3.6	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Below, we repeat the statements regarding the balance between the individual and the collective. In the tables we present, we indicate the statements with the corresponding number.

1. Everyone's contribution to success is recognised in our team.
2. In my team, joint performance is more important than individual performance.
3. Team goals, and everyone's contribution to this, are subjects for discussion in my team.
4. I contribute with my work to the goals of my team and the institution.
5. I find it stimulating to be able to work with colleagues who have skills that are different to mine.
6. In my team, it's standard practice to give one another feedback.

Table 36 **Extent to which respondents agree with statements about the balance between the individual and the collective, by job category (N=7,337-7,606).**

	1		2		3		4		5		6	
	Mean*	SD***	Mean	SD								
Professors	3.6**	1.0	3.0	1.0	3.3	1.0	4.2	0.7	4.5	0.7	3.6	1.0
Medical Specialist Professors	3.8	0.9	3.6	0.9	3.6	1.0	4.2	0.6	4.6	0.5	3.8	0.9
Associate professors	3.1	1.1	2.7	1.1	2.8	1.1	3.9	0.8	4.4	0.7	3.3	1.1
Assistant professors	3.1	1.1	2.6	1.1	2.7	1.1	3.9	0.9	4.3	0.7	3.2	1.1
Researchers (including postdoctoral researchers)	3.5	1.1	2.9	1.1	3.0	1.1	3.9	0.8	4.5	0.6	3.5	1.1
Teachers (including academic teachers)	3.1	1.1	2.8	1.1	2.8	1.1	3.9	0.8	4.3	0.7	3.2	1.1
PhD candidates	3.6	1.0	2.8	1.1	3.0	1.1	3.7	0.9	4.4	0.7	3.6	1.1
Medical specialists not in any of the above academic positions	3.0	1.1	2.7	1.1	2.8	1.0	3.9	0.7	4.4	0.6	3.2	1.1
Other, namely ...	3.7	1.0	3.2	1.2	3.5	1.1	4.2	0.8	4.5	0.8	3.7	0.9
Total	3.3	1.1	2.8	1.1	2.9	1.1	3.9	0.8	4.4	0.7	3.4	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 37 Extent to which respondents agree with statements about the balance between the individual and the collective, by subject area (N=7,287–7,554).

	1		2		3		4		5		6	
	Mean*	SD***	Mean	SD								
Agriculture and Applied Life Sciences	3.3**	1.1	2.8	1.1	3.0	1.1	4.0	0.7	4.4	0.7	3.4	1.0
Natural and Life Sciences	3.4	1.1	2.9	1.1	3.1	1.1	4.0	0.8	4.4	0.7	3.5	1.1
Technology	3.4	1.1	2.8	1.1	2.9	1.2	4.0	0.8	4.3	0.7	3.4	1.1
Healthcare	3.4	1.0	3.0	1.1	3.1	1.1	4.0	0.7	4.5	0.6	3.5	1.0
Economics	3.2	1.1	2.5	1.1	2.6	1.1	3.9	0.9	4.2	0.8	3.2	1.2
Law	3.1	1.1	2.6	1.0	2.8	1.1	3.9	0.8	4.2	0.7	3.3	1.0
Behavioural and Social Sciences	3.2	1.1	2.6	1.1	2.8	1.1	3.9	0.8	4.4	0.7	3.3	1.1
Language and Culture	3.1	1.1	2.5	1.0	2.8	1.1	3.9	0.9	4.2	0.8	3.1	1.1
Education (as an academic field)	3.4	1.1	2.8	1.1	3.0	1.1	4.0	0.9	4.4	0.6	3.4	1.0
Other, namely ...	3.1	1.2	2.9	1.1	3.1	1.1	3.9	0.9	4.5	0.7	3.3	1.1
Total	3.3	1.1	2.8	1.1	2.9	1.1	3.9	0.8	4.4	0.7	3.4	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 38 Extent to which respondents agree with statements about the balance between the individual and the collective, by gender (N=7,314–7,585).

	1		2		3		4		5		6	
	Mean*	SD***	Mean	SD								
Male	3.4**	1.1	2.8	1.1	3.0	1.1	4.0	0.8	4.4	0.7	3.5	1.0
Female	3.3	1.1	2.7	1.1	2.9	1.1	3.9	0.8	4.4	0.7	3.3	1.1
Non-binary or none of the above	2.7	1.2	2.3	1.0	2.4	1.1	3.8	0.9	4.2	0.9	3.1	1.2
Prefer not to say	3.0	1.2	2.6	1.1	2.8	1.2	3.9	0.9	4.3	0.8	3.3	1.1
Total	3.3	1.1	2.8	1.1	2.9	1.1	3.9	0.8	4.4	0.7	3.4	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

For the breakdowns, we repeat the statements on open science and open education below.

The numbers above the table columns correspond to the statements below.

1. I am encouraged to share the learning materials developed for education.
2. I am encouraged to share my research findings by publishing them through open access platforms.
3. I am encouraged to make my data available to be used again.
4. I am encouraged to involve stakeholders and/or the general public in my teaching and research.
5. I am encouraged to share my teaching and research with the general public through science communications.

Table 39 Extent to which open science and open education are encouraged, by job category (N=6,691-7,256).

	1		2		3		4		5	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Professors	3.0***	1.1	4.0	0.9	3.7	1.0	3.5	1.0	3.4	1.0
Medical Specialist Professors	3.1	0.9	3.8	1.0	3.5	1.0	3.5	1.0	3.3	1.0
Associate professors	2.9	1.1	3.9	1.0	3.5	1.0	3.3	1.0	3.1	1.0
Assistant professors	2.9	1.1	3.8	1.0	3.4	1.1	3.2	1.1	3.1	1.1
Researchers (including postdoctoral researchers)	3.2	1.1	4.0	0.9	3.6	1.0	3.4	1.1	3.3	1.1
Teachers (including academic teachers)	3.0	1.2	3.3	1.1	3.0	1.0	2.9	1.1	2.7	1.0
PhD candidates	3.2	1.2	4.1	1.0	3.7	1.1	3.4	1.2	3.3	1.2
Medical specialists not in any of the above academic positions	2.9	0.9	3.2	1.0	3.1	0.9	2.8	0.9	2.8	0.9
Other, namely ...	3.5	1.0	4.0	1.0	3.6	1.1	3.9	0.8	3.7	1.0
Total	3.0	1.1	3.9	1.0	3.5	1.1	3.3	1.1	3.2	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 40 Extent to which open science and open education are encouraged, by subject area (N=6,632-7,194).

	1		2		3		4		5	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Agriculture and Applied Life Sciences	3.0**	1.1	4.3	0.9	3.8	0.9	3.4	1.0	3.1	1.0
Natural and Life Sciences	3.0	1.1	4.0	0.9	3.8	1.0	3.1	1.1	3.1	1.0
Technology	3.2	1.1	4.0	1.0	3.7	1.0	3.4	1.1	3.2	1.1
Healthcare	3.0	1.1	3.8	1.0	3.4	1.0	3.3	1.1	3.2	1.1
Economics	2.8	1.2	3.7	1.1	3.4	1.1	3.2	1.1	3.1	1.1
Law	3.0	1.1	3.4	1.1	3.0	1.0	3.0	1.1	3.1	1.0
Behavioural and Social Sciences	2.9	1.1	4.0	1.0	3.5	1.1	3.4	1.1	3.2	1.1
Language and Culture	2.9	1.1	3.6	1.1	3.2	1.1	3.2	1.1	3.2	1.0
Education (as an academic field)	3.3	1.1	3.9	1.1	3.3	1.1	3.5	1.0	3.4	1.0
Other, namely ...	3.2	1.1	4.0	0.9	3.5	1.0	3.6	1.1	3.2	1.1
Total	3.0	1.1	3.9	1.0	3.5	1.1	3.3	1.1	3.2	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

We present the statements again below. The columns in the tables correspond to these statements.

1. Sufficient attention is paid to leadership development in my institution.
2. Supervisors/managers are given enough time to perform their duties as supervisors/managers.
3. Demonstrating personal leadership is encouraged in our institution. (Here we have in mind giving and taking responsibility, demonstrating initiative, self-reflection.)
4. My supervisor/manager pays attention to the development of staff members.
5. Taking on other tasks that the institution values is appreciated, such as being on committees, participating in employee representation or organising social activities.
6. My supervisor/manager pays attention to the collaboration in the team.

Table 41 Extent to which respondents agree with statements about leadership, by job category (N=6,478-7,543).

	1		2		3		4		5		6	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Professors	3.4**	1.1	2.6	1.1	3.4	1.0	3.6	1.1	3.5	1.0	3.4	1.0
Medical Specialist Professors	3.5	1.0	2.9	1.0	3.5	0.9	3.7	1.0	3.4	1.0	3.7	0.9
Associate professors	3.2	1.1	2.4	1.0	3.2	1.0	3.4	1.1	3.3	1.1	3.2	1.0
Assistant professors	3.0	1.1	2.4	1.0	3.2	1.0	3.4	1.2	3.2	1.1	3.2	1.1
Researchers (including postdoctoral researchers)	2.8	1.0	2.6	1.0	3.3	1.0	3.6	1.1	3.3	1.0	3.5	1.1
Teachers (including academic teachers)	2.7	1.0	2.4	1.0	3.2	1.1	3.4	1.1	3.3	1.1	3.2	1.1
PhD candidates	2.8	1.0	2.7	1.1	3.5	1.0	3.6	1.1	3.4	1.1	3.5	1.1
Medical specialists not in any of the above academic positions	3.0	1.0	3.0	1.0	3.0	1.0	3.3	1.1	3.2	1.0	3.3	1.1
Other, namely ...	3.2	1.2	2.8	1.1	3.5	1.0	3.5	1.2	3.7	1.0	3.6	1.1
Total	3.0	1.1	2.5	1.0	3.3	1.0	3.5	1.1	3.3	1.1	3.3	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 42 Extent to which respondents agree with statements about leadership, by subject area (N=6,420-7,483).

	1		2		3		4		5		6	
	Mean*	SD***	Mean	SD								
Agriculture and Applied Life Sciences	3.1**	1.0	2.5	1.0	3.3	1.0	3.4	1.1	3.4	1.0	3.3	1.0
Natural and Life Sciences	3.0	1.1	2.5	1.0	3.3	1.0	3.4	1.1	3.3	1.0	3.3	1.1
Technology	3.1	1.1	2.7	1.1	3.4	1.0	3.5	1.1	3.5	1.1	3.4	1.2
Healthcare	3.1	1.0	2.7	1.0	3.4	1.0	3.5	1.1	3.3	1.0	3.4	1.0
Economics	3.0	1.1	2.5	1.1	3.2	1.1	3.4	1.2	3.2	1.1	3.2	1.1
Law	3.0	1.1	2.3	1.1	3.2	1.1	3.4	1.2	3.3	1.2	3.2	1.1
Behavioural and Social Sciences	3.0	1.1	2.3	1.0	3.3	1.0	3.5	1.1	3.4	1.1	3.3	1.0
Language and Culture	3.0	1.1	2.3	1.0	3.2	1.0	3.5	1.1	3.2	1.1	3.2	1.1
Education (as an academic field)	3.1	1.0	2.4	1.0	3.4	1.1	3.6	1.2	3.5	1.0	3.3	1.1
Other, namely ...	2.8	1.1	2.5	1.0	3.3	1.0	3.5	1.1	3.4	1.1	3.4	1.1
Total	3.0	1.1	2.5	1.0	3.3	1.0	3.5	1.1	3.3	1.1	3.3	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 43 Extent to which respondents agree with statements about leadership, by supervisory/management role (N=6,332-7,388).

	1		2		3		4		5		6	
	Mean*	SD***	Mean	SD								
Yes	3.3**	1.1	2.5	1.0	3.3	1.0	3.5	1.1	3.4	1.1	3.4	1.1
No	2.8	1.0	2.6	1.1	3.2	1.1	3.4	1.1	3.3	1.1	3.3	1.1
Total	3.0	1.1	2.5	1.0	3.3	1.0	3.5	1.1	3.3	1.1	3.3	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

We repeat the statements below. The numbers in the tables that follow correspond to the statements.

'I am worried that ...

1. ...transferring to another academic institution in the Netherlands will be hampered by my profile/chosen area of focus.
2. ...transferring to another academic institution outside the Netherlands will be hampered by my profile/chosen area of focus.
3. ...there is less recognition and reward for the composition of my profile (based on the domains of research, teaching, impact, leadership and patient care) than for other profile compositions.
4. ...the standards of education and/or research are declining.
5. ...the Recognition & Rewards programme requires me to be a jack of all trades.
6. ...that the ambitions of the Recognition & Rewards programme will not be achieved in practice.

Table 44 Staff concerns resulting from the Recognition & Rewards programme, 'I am worried that ...', by job category (N=6,344-7,311).

	1		2		3		4		5		6	
	Mean*	SD***	Mean	SD								
Professors	2.4**	1.1	2.5	1.2	2.6	1.1	2.9	1.3	2.9	1.2	3.5	1.1
Medical Specialist Professors	2.3	1.1	2.3	1.0	2.5	1.0	2.9	1.1	2.8	1.0	3.3	1.0
Associate professors	2.8	1.1	2.9	1.2	3.2	1.2	3.0	1.2	3.1	1.2	3.7	1.1
Assistant professors	2.9	1.2	3.0	1.3	3.4	1.2	3.1	1.2	3.3	1.2	3.8	1.0
Researchers (including postdoctoral researchers)	2.9	1.2	2.7	1.2	3.3	1.1	3.0	1.2	3.1	1.1	3.5	1.0
Teachers (including academic teachers)	3.1	1.2	3.1	1.2	3.9	1.1	3.3	1.2	2.9	1.1	3.7	1.0
PhD candidates	2.5	1.1	2.5	1.1	2.9	1.1	2.9	1.1	2.8	1.1	3.3	1.1
Medical specialists not in any of the above academic positions	2.8	1.1	2.7	1.0	3.4	1.0	3.0	1.0	3.0	1.1	3.6	1.0
Other, namely ...	2.8	1.4	2.5	1.2	3.1	1.2	2.9	1.3	3.0	1.2	3.3	1.1
Total	2.7	1.2	2.8	1.2	3.2	1.2	3.0	1.2	3.1	1.2	3.6	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 45 Staff concerns resulting from the Recognition & Rewards programme, 'I am worried that ...', by subject area (N=6,288-7,252).

	1		2		3		4		5		6	
	Mean*	SD***	Mean	SD								
Agriculture and Applied Life Sciences	2.6**	1.0	2.5	1.0	2.9	1.1	3.0	1.1	2.9	1.0	3.5	0.9
Natural and Life Sciences	2.8	1.2	2.7	1.2	3.1	1.2	3.2	1.2	3.2	1.2	3.6	1.0
Technology	2.7	1.2	2.7	1.2	3.1	1.2	3.1	1.2	2.9	1.1	3.4	1.1
Healthcare	2.6	1.1	2.6	1.1	3.0	1.2	2.9	1.1	3.0	1.1	3.4	1.0
Economics	2.7	1.2	3.0	1.3	3.1	1.3	3.1	1.3	3.2	1.3	3.7	1.1
Law	2.7	1.1	3.0	1.2	3.3	1.2	3.3	1.3	3.1	1.2	3.8	1.1
Behavioural and Social Sciences	2.8	1.2	2.9	1.2	3.2	1.2	2.9	1.2	3.1	1.2	3.7	1.1
Language and Culture	3.1	1.2	3.1	1.3	3.5	1.2	3.0	1.2	3.1	1.2	3.7	1.0
Education (as an academic field)	2.7	1.2	2.7	1.2	3.4	1.3	2.7	1.2	3.0	1.3	3.5	1.1
Other, namely ...	2.8	1.2	2.9	1.3	3.3	1.3	3.0	1.4	3.3	1.2	3.7	1.1
Total	2.7	1.2	2.8	1.2	3.2	1.2	3.0	1.2	3.1	1.2	3.6	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 46 Staff concerns resulting from the Recognition & Rewards programme, 'I am worried that ...', by gender (N=6,320-7,281).

	1		2		3		4		5		6	
	Mean*	SD***	Mean	SD								
Male	2.7**	1.2	2.8	1.2	3.1	1.2	3.1	1.2	3.0	1.2	3.5	1.1
Female	2.7	1.2	2.8	1.2	3.2	1.2	2.9	1.2	3.1	1.2	3.6	1.0
Non-binary or none of the above	3.1	1.2	2.9	1.3	3.6	1.3	3.3	1.4	2.7	1.3	3.2	1.4
Prefer not to say	3.1	1.2	3.0	1.3	3.4	1.2	3.5	1.2	3.5	1.2	3.9	1.0
Total	2.7	1.2	2.8	1.2	3.2	1.2	3.0	1.2	3.1	1.2	3.6	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 47 Staff concerns resulting from the Recognition & Rewards programme, 'I am worried that ...', by age (N=6,202-7,153).

	1		2		3		4		5		6	
	Mean*	SD***	Mean	SD								
24 years or younger	2.3**	1.0	2.4	1.1	2.6	1.0	2.6	1.0	2.5	1.1	3.1	1.1
25-29 years	2.5	1.1	2.6	1.1	2.9	1.2	3.0	1.2	2.8	1.1	3.3	1.1
30-34 years	2.7	1.2	2.8	1.2	3.2	1.2	3.0	1.2	3.2	1.2	3.6	1.0
35-39 years	2.8	1.1	3.0	1.2	3.3	1.2	3.0	1.2	3.4	1.2	3.8	1.0
40-44 years	2.8	1.2	2.9	1.3	3.3	1.2	3.0	1.2	3.2	1.2	3.7	1.0
45-49 years	2.9	1.2	2.9	1.2	3.3	1.2	3.0	1.2	3.1	1.2	3.6	1.1
50-54 years	2.8	1.2	2.7	1.2	3.1	1.3	3.0	1.3	3.0	1.2	3.6	1.0
55-59 years	2.7	1.2	2.7	1.2	3.0	1.2	3.0	1.2	2.9	1.1	3.5	1.0
60-64 years	2.7	1.1	2.6	1.1	3.0	1.2	3.0	1.2	2.9	1.1	3.4	1.0
65 years or older	2.5	1.1	2.4	1.1	2.8	1.2	3.0	1.2	2.8	1.1	3.3	1.1
Total	2.7	1.2	2.8	1.2	3.1	1.2	3.0	1.2	3.1	1.2	3.6	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 48 Staff concerns resulting from the Recognition & Rewards programme, 'I am worried that ...', by type of employment contract (N=6,346-7,310).

	1		2		3		4		5		6	
	Mean*	SD***	Mean	SD								
Permanent employment contract	2.8**	1.2	2.8	1.2	3.2	1.2	3.0	1.2	3.1	1.2	3.6	1.0
Temporary employment contract	2.7	1.1	2.7	1.2	3.1	1.1	3.0	1.2	3.0	1.1	3.4	1.1
Total	2.7	1.2	2.8	1.2	3.2	1.2	3.0	1.2	3.1	1.2	3.6	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Table 49 Staff concerns resulting from the Recognition & Rewards programme, 'I am worried that ...', by nationality (N=6,282-7,238).

	1		2		3		4		5		6	
	Mean*	SD***	Mean	SD								
Dutch	2.7**	1.2	2.7	1.2	3.1	1.2	3.0	1.2	3.0	1.2	3.6	1.1
Nationality within European Union	2.8	1.2	2.9	1.3	3.2	1.2	3.1	1.2	3.2	1.2	3.7	1.0
Nationality of a country outside the EU	2.9	1.1	3.0	1.2	3.3	1.1	3.0	1.2	3.2	1.1	3.4	1.1
Total	2.7	1.2	2.8	1.2	3.2	1.2	3.0	1.2	3.1	1.2	3.6	1.1

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Below, we reiterate the statements. The numbers in the tables that follow correspond to the statements.

‘Through the implementation of the Recognition & Rewards programme, I expect... [much less than before – much more than before]’

1. To have ... job satisfaction
2. To be ... frustrated and irritated in my work.
3. That I can make fundamental choices that suit my preferences, talents and life phase,
4. That the broader aspects of quality in my work are appreciated,
5. To experience ... work-related pressure.

Statements 2 and 5 are of a different nature to statements 1, 3 and 4; an affirmative answer means that respondents expect to experience greater frustration and/or a higher work-related.

Table 50 Opportunities expected by staff as a result of the Recognition & Rewards programme, by job category (N=6,588–6,724).

	1		2		3		4		5	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Professors	3.2**	0.8	2.9	0.9	3.3	0.8	3.4	0.8	3.2	0.8
Medical Specialist Professors	3.3	0.6	2.7	0.8	3.3	0.7	3.5	0.7	2.9	0.6
Associate professors	3.3	0.8	2.8	0.9	3.5	0.8	3.6	0.8	3.1	0.8
Assistant professors	3.5	0.8	2.7	0.9	3.6	0.8	3.7	0.8	3.1	0.9
Researchers (including postdoctoral researchers)	3.5	0.7	2.6	0.8	3.7	0.8	3.8	0.8	3.0	0.8
Teachers (including academic teachers)	3.4	0.7	2.6	0.8	3.6	0.8	3.7	0.8	3.0	0.8
PhD candidates	3.6	0.7	2.5	0.8	3.8	0.7	3.8	0.7	3.0	0.8
Medical specialists not in any of the above academic positions	3.6	0.6	2.6	0.7	3.6	0.7	3.7	0.7	2.9	0.6
Other, namely ...	3.6	0.7	2.7	0.8	3.5	0.8	3.6	0.7	2.9	0.8
Total	3.4	0.8	2.7	0.9	3.5	0.8	3.6	0.8	3.1	0.8

* Figures above the mean are shown in bold

** Answer categories 1: Much less than before, 2: Less than before, 3: To the same extent, 4: More than before, 5: Much more than before

*** Standard deviation

Table 51 Opportunities expected by staff as a result of the Recognition & Rewards programme, by subject area (N=6,534–6,669).

	1		2		3		4		5	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Agriculture and Applied Life Sciences	3.5**	0.7	2.6	0.8	3.7	0.8	3.7	0.7	3.0	0.6
Natural and Life Sciences	3.4	0.8	2.8	0.9	3.5	0.9	3.6	0.8	3.1	0.8
Technology	3.5	0.8	2.5	0.8	3.7	0.8	3.7	0.8	2.9	0.8
Healthcare	3.4	0.7	2.7	0.8	3.6	0.7	3.7	0.7	3.0	0.7
Economics	3.2	1.0	2.9	1.0	3.4	1.0	3.5	1.0	3.2	0.9
Law	3.4	0.8	2.7	0.9	3.5	0.8	3.6	0.8	3.2	0.8
Behavioural and Social Sciences	3.5	0.8	2.7	0.9	3.6	0.8	3.7	0.8	3.1	0.8
Language and Culture	3.4	0.8	2.7	0.9	3.4	0.8	3.6	0.8	3.1	0.8
Education (as an academic field)	3.5	0.7	2.6	0.8	3.6	0.7	3.8	0.8	3.1	0.8
Other, namely ...	3.4	0.8	2.7	0.8	3.5	0.9	3.6	0.9	3.1	0.9
Total	3.4	0.8	2.7	0.9	3.5	0.8	3.6	0.8	3.1	0.8

* Figures above the mean are shown in bold

** Answer categories 1: Much less than before, 2: Less than before, 3: To the same extent, 4: More than before, 5: Much more than before

*** Standard deviation

Table 52 Opportunities expected by staff as a result of the Recognition & Rewards programme, by nationality (N=6,528–6,659).

	1		2		3		4		5	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Dutch	3.4**	0.7	2.7	0.8	3.5	0.8	3.6	0.8	3.1	0.7
Nationality within European Union	3.5	0.8	2.7	0.9	3.6	0.9	3.6	0.9	3.0	0.9
Outside European Union (EU)	3.6	0.9	2.5	1.0	3.7	0.9	3.7	0.9	2.9	1.0
Total	3.4	0.8	2.7	0.9	3.5	0.8	3.6	0.8	3.1	0.8

* Figures above the mean are shown in bold

** Answer categories 1: Much less than before, 2: Less than before, 3: To the same extent, 4: More than before, 5: Much more than before

*** Standard deviation

B.2.2 Breakdown tables and graphs for university medical centres

Specifically for the university medical centres, we separated out respondents who have a healthcare role in addition to their academic position. For a number of the breakdowns in the main text by job category and institution type, the tables and graphs below provide a further breakdown by whether or not the respondent has a healthcare role.

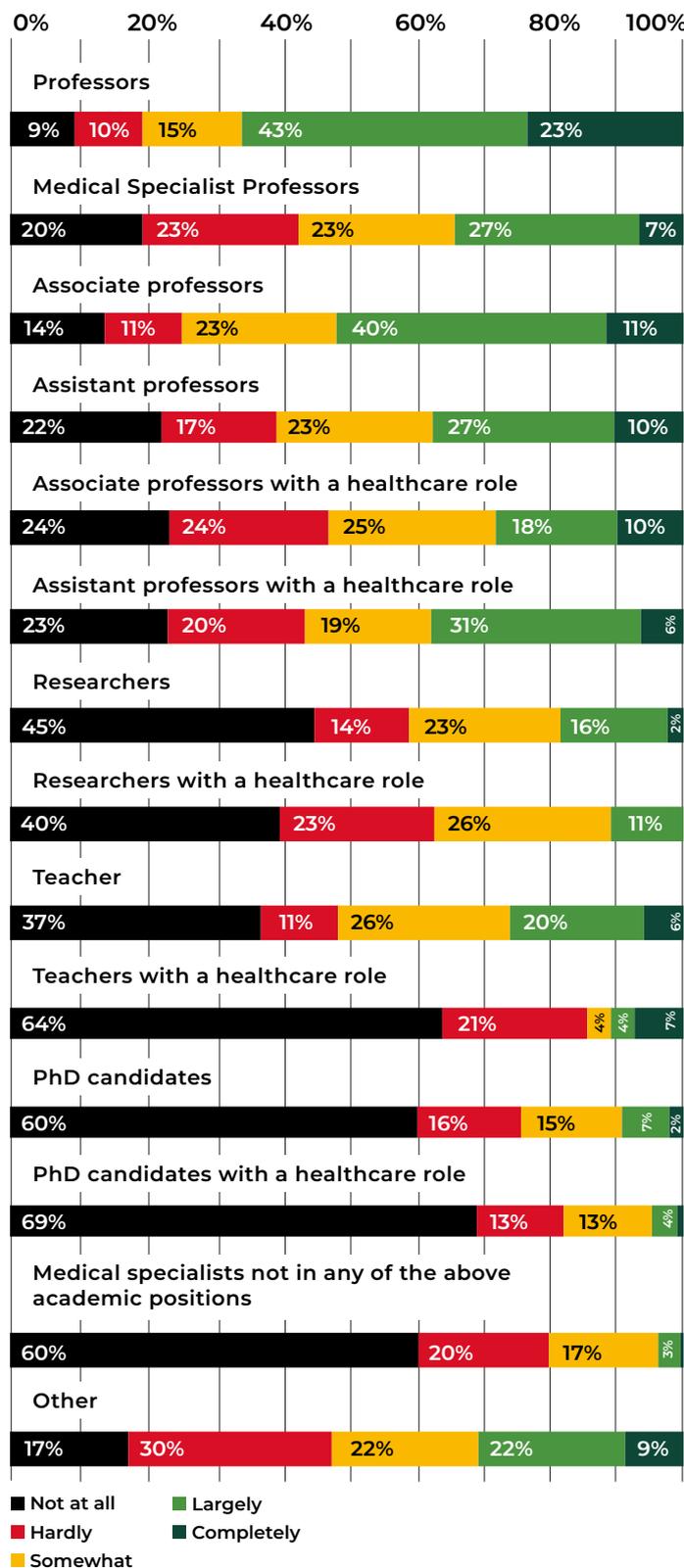


Figure 21 Familiarity with the Recognition & Rewards programme before this questionnaire, by job category, with and without a healthcare role (N=1,939).

Table 53 Familiarity with the ambitions of the Recognition & Rewards programme, by job category, with and without a healthcare role (N=2,080-2,084).

	Diversifying and vitalising career paths		Achieving balance between individuals and the collective		Focusing on quality (and less emphasis on quantity)		Stimulating all aspects of open science		Stimulating leadership (in academia)	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Professors	3.4**	1.2	3.5	1.2	3.8	1.2	3.9	1.1	3.5	1.2
Medical Specialist Professors	2.7	1.2	2.8	1.3	3.2	1.3	3.4	1.3	3.1	1.2
Associate professors	2.9	1.2	3.2	1.2	3.4	1.2	3.6	1.2	3.2	1.2
Assistant professors	2.5	1.3	2.7	1.4	3.0	1.4	3.2	1.3	2.7	1.3
Associate professors with a healthcare role	2.5	1.2	2.6	1.3	2.9	1.3	3.1	1.3	2.8	1.3
Assistant professors with a healthcare role	2.4	1.2	2.6	1.3	2.9	1.3	3.0	1.3	2.9	1.2
Researchers	2.0	1.1	2.2	1.3	2.5	1.3	2.9	1.4	2.2	1.1
Researchers with a healthcare role	2.1	1.1	2.2	1.1	2.6	1.2	2.9	1.3	2.5	1.1
Teacher	2.1	1.2	2.4	1.2	2.3	1.2	2.4	1.4	2.4	1.2
Teachers with a healthcare role	1.7	1.1	1.8	1.2	2.2	1.3	2.2	1.3	2.2	1.2
PhD candidates	1.7	0.9	1.8	1.1	2.3	1.4	2.5	1.4	1.9	1.1
PhD candidates with a healthcare role	1.6	1.0	1.6	1.0	2.0	1.3	2.1	1.3	1.8	1.1
Medical specialists not in any of the above academic positions	1.6	0.8	1.8	0.9	2.0	1.1	2.1	1.2	2.1	1.1
Other	2.4	1.2	2.4	1.3	2.9	1.4	3.0	1.3	2.7	1.3
Total	2.2	1.2	2.4	1.3	2.7	1.4	2.9	1.4	2.5	1.3

* Figures above the mean are shown in bold

** Answer categories 1: Not at all, 2: Hardly, 3: Somewhat, 4: Largely, 5: Completely

*** Standard deviation

Table 54 To what extent do you support the ambitions of the Recognition & Rewards programme?
By job category, with and without a healthcare role (N=2,032-2,066).

	Diversifying and vitalising career paths		Achieving balance between individuals and the collective		Focusing on quality (and less emphasis on quantity)		Stimulating all aspects of open science		Stimulating leadership (in academia)	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Professors	4.3**	1.0	4.4	0.9	4.4	0.9	4.0	1.1	4.4	0.8
Medical Specialist Professors	4.3	0.8	4.3	0.8	4.4	0.8	4.1	0.9	4.4	0.8
Associate professors	4.3	1.0	4.2	1.0	4.5	0.8	4.1	0.9	4.3	0.9
Assistant professors	4.5	0.7	4.4	0.7	4.6	0.6	4.3	0.8	4.4	0.7
Associate professors with a healthcare role	4.3	0.8	4.3	0.8	4.3	0.8	4.2	0.9	4.3	0.8
Assistant professors with a healthcare role	4.2	0.9	4.2	0.8	4.5	0.7	4.1	0.8	4.2	0.8
Researchers	4.6	0.6	4.5	0.7	4.6	0.6	4.4	0.7	4.4	0.7
Researchers with a healthcare role	4.4	0.8	4.3	0.9	4.6	0.6	4.2	0.9	4.1	0.8
Teacher	4.7	0.5	4.4	0.7	4.8	0.4	4.4	0.8	4.3	0.8
Teachers with a healthcare role	4.6	0.6	4.4	0.7	4.6	0.5	4.3	0.7	4.3	0.7
PhD candidates	4.5	0.7	4.3	0.7	4.7	0.5	4.5	0.7	4.4	0.7
PhD candidates with a healthcare role	4.4	0.6	4.3	0.7	4.7	0.5	4.4	0.6	4.4	0.6
Medical specialists not in any of the above academic positions	4.5	0.7	4.4	0.8	4.5	0.8	4.3	0.8	4.3	0.8
Other	4.4	0.8	4.2	1.0	4.5	0.9	4.1	0.9	4.5	0.6
Total	4.4	0.8	4.3	0.8	4.6	0.7	4.3	0.8	4.4	0.8

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

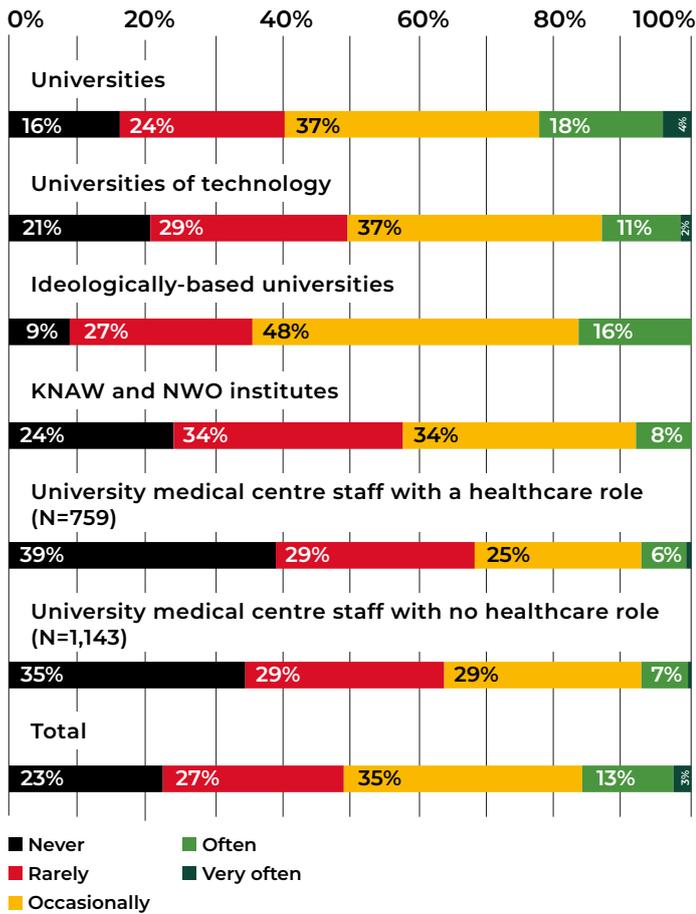


Figure 22 There is communication from my institution about the Recognition & Rewards programme (N=7,152).

Table 55 Communication about the Recognition & Rewards programme, by job category, with and without a healthcare role (N=1,896-2,082).

	I discuss the Recognition & Rewards programme with my colleagues.		There is communication from my institution about the Recognition & Rewards programme.	
	Mean*	SD***	Mean	SD
Professors	2.8**	1.1	2.8	0.9
Medical Specialist Professors	2.3	1.2	2.5	1.0
Associate professors	2.5	1.1	2.5	1.0
Assistant professors	2.1	1.1	2.1	0.9
Associate professors with a healthcare role	2.2	1.4	2.3	1.1
Assistant professors with a healthcare role	2.0	1.1	2.3	1.0
Researchers	1.8	1.2	1.8	0.9
Researchers with a healthcare role	1.6	1.0	2.0	0.8
Teacher	1.8	1.3	2.1	1.2
Teachers with a healthcare role	1.5	1.2	1.8	1.2
PhD candidates	1.4	1.0	1.6	0.9
PhD candidates with a healthcare role	1.4	1.0	1.7	1.0
Medical specialists not in any of the above academic positions	1.4	0.9	1.7	0.9
Other	2.3	1.1	2.6	1.0
Total	1.9	1.2	2.1	1.0

* Figures above the mean are shown in bold

** Answer categories 1: Never, 2: Seldom, 3: Sometimes, 4: Often, 5: Very often

*** Standard deviation

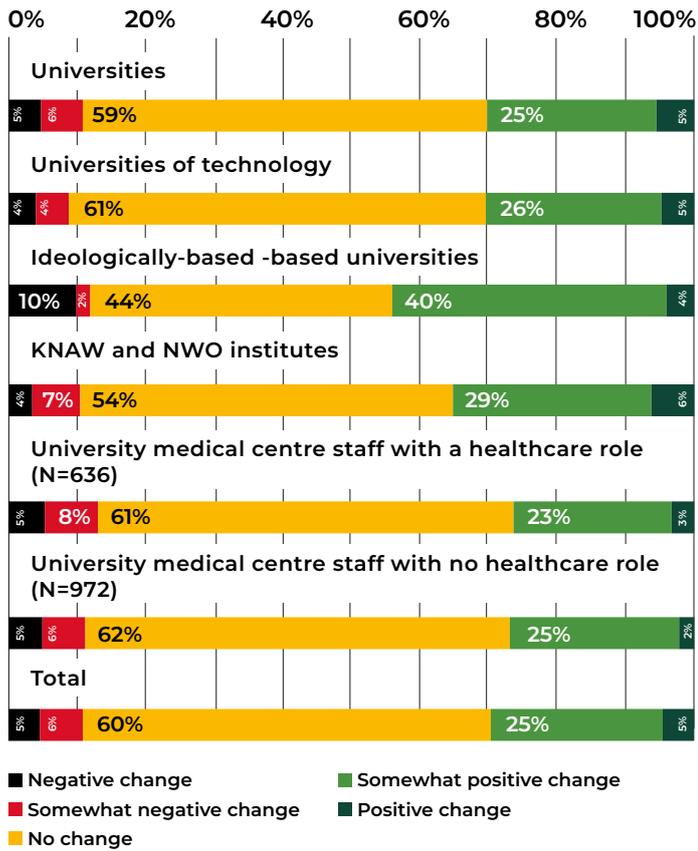


Figure 23 Changes due to the Recognition & Rewards programme experienced in relation to systems, by institution type, with and without a Healthcare role (5,965).

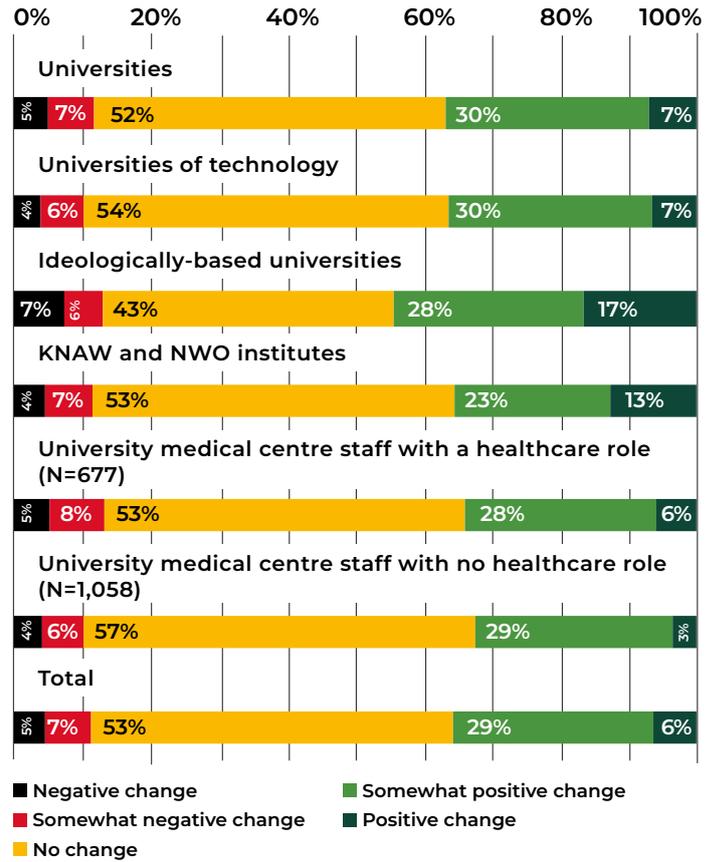


Figure 25 Changes due to the Recognition & Rewards programme experienced in relation to culture, by institution type, with and without a Healthcare role (N=6,409).

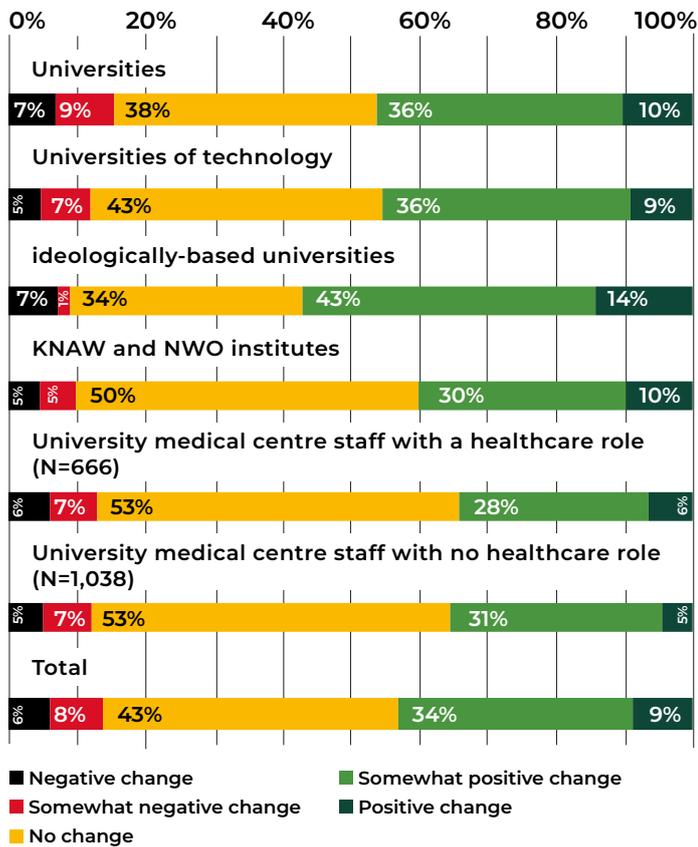


Figure 24 Changes due to the Recognition & Rewards programme experienced in relation to policies, by institution type, with and without a Healthcare role (N=6,335).

We repeat the statements below. The numbers in the tables that follow correspond to the statements.

'I am worried that ...

1. ...transferring to another academic institution in the Netherlands will be hampered by my profile/chosen area of focus.
2. ...transferring to another academic institution outside the Netherlands will be hampered by my profile/chosen area of focus.
3. ...there is less recognition and reward for the composition of my profile (based on the domains of research, teaching, impact, leadership and patient care) than for other profile compositions.
4. ...the standards of education and/or research are declining.
5. ...the Recognition & Rewards programme requires me to be a jack of all trades.
6. ...that the ambitions of the Recognition & Rewards programme will not be achieved in practice.

Table 56 **Staff concerns resulting from the Recognition & Rewards programme, 'I am worried that ...', by job category, with and without a Healthcare role (N=1,604-1,953).**

	1		2		3		4		5		6	
	Mean*	SD***	Mean	SD								
Professors	2.4**	1.1	2.4	1.1	2.5	1.1	3.0	1.3	3.0	1.2	3.4	1.0
Medical Specialist Professors	2.4	1.1	2.3	1.0	2.5	1.0	3.0	1.1	2.9	1.0	3.3	1.0
Associate professors	2.5	1.1	2.4	1.0	2.9	1.2	3.2	1.2	3.2	1.1	3.5	1.0
Assistant professors	3.0	1.2	2.8	1.2	3.3	1.1	3.0	1.2	3.2	1.2	3.6	1.0
Associate professors with a Healthcare role	2.7	1.1	2.6	1.0	3.1	1.1	3.1	1.1	3.1	1.2	3.4	1.0
Assistant professors with a Healthcare role	2.7	1.1	2.5	1.0	3.2	1.2	3.3	1.1	3.1	1.1	3.6	1.0
Researchers	2.9	1.2	2.6	1.1	3.2	1.1	3.0	1.2	3.1	1.1	3.5	1.0
Researchers with a Healthcare role	2.8	1.0	2.4	0.9	3.0	1.1	3.0	1.1	3.3	1.1	3.6	1.0
Teacher	2.6	1.2	2.8	1.2	3.7	1.2	3.1	1.4	3.2	1.2	3.7	1.0
Teachers with a Healthcare role	3.0	1.2	2.5	0.9	3.8	0.8	3.3	1.2	3.0	1.0	3.5	0.7
PhD candidates	2.4	1.0	2.4	1.0	2.8	1.1	2.8	1.1	2.7	1.0	3.2	1.1
PhD candidates with a Healthcare role	2.4	0.9	2.3	0.9	2.6	1.1	2.9	1.0	2.8	1.0	3.1	1.0
Medical specialists not in any of the above academic positions	2.8	1.1	2.7	1.0	3.4	1.0	2.9	1.0	3.0	1.1	3.6	1.0
Other	2.8	1.5	2.6	1.2	2.9	1.4	2.8	1.3	3.5	1.2	3.4	1.1
Total	2.6	1.1	2.5	1.1	3.0	1.1	3.0	1.1	3.0	1.1	3.4	1.0

* Figures above the mean are shown in bold

** Answer categories 1: Completely disagree, 2: Disagree, 3: Neutral, 4: Agree, 5: Completely agree

*** Standard deviation

Below, we reiterate the statements. The numbers in the tables that follow correspond to the statements.

‘Through the implementation of the Recognition & Rewards programme, I expect...

[much less than before – much more than before]’

1. To have ... job satisfaction
2. To be ... frustrated and irritated in my work.
3. That I can make fundamental choices that suit my preferences, talents and life phase,
4. That the broader aspects of quality in my work are appreciated,
5. To experience ... work-related pressure.

Statements 2 and 5 are of a different nature to statements 1, 3 and 4; an affirmative answer means that respondents expect to experience greater frustration and/or a higher workload.

Table 57 **Opportunities expected by staff as a result of the Recognition & Rewards programme, ‘Through the implementation of the Recognition & Rewards programme, I expect... [much less than before – much more than before]’, by job category, with and without a Healthcare role (N=1,713-1,735).**

	1		2		3		4		5	
	Mean*	SD***	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Professors	3.2**	0.8	2.9	0.9	3.3	0.8	3.4	0.8	3.2	0.7
Medical Specialist Professors	3.3	0.7	2.8	0.8	3.3	0.7	3.5	0.8	3.0	0.7
Associate professors	3.3	0.8	2.8	0.8	3.4	0.8	3.5	0.8	3.2	0.6
Assistant professors	3.4	0.7	2.6	0.8	3.5	0.8	3.7	0.7	3.1	0.8
Associate professors with a Healthcare role	3.4	0.7	2.8	0.8	3.5	0.7	3.6	0.8	3.2	0.7
Assistant professors with a Healthcare role	3.3	0.9	2.7	0.8	3.3	0.9	3.5	1.0	3.1	0.8
Researchers	3.5	0.6	2.7	0.8	3.7	0.7	3.8	0.7	3.0	0.7
Researchers with a Healthcare role	3.5	0.6	2.6	0.6	3.4	0.9	3.6	0.8	3.0	0.6
Teacher	3.5	0.5	2.7	0.6	3.7	0.7	3.7	0.6	3.1	0.8
Teachers with a Healthcare role	3.5	0.5	2.7	0.6	3.6	0.6	3.8	0.6	2.9	0.5
PhD candidates	3.6	0.5	2.5	0.7	3.8	0.7	3.8	0.6	2.9	0.7
PhD candidates with a Healthcare role	3.6	0.6	2.6	0.7	3.7	0.6	3.7	0.6	3.1	0.7
Medical specialists not in any of the above academic positions	3.6	0.6	2.6	0.7	3.6	0.7	3.7	0.7	2.9	0.6
Other	3.6	0.5	2.6	0.7	3.5	0.6	3.7	0.6	3.0	0.5
Total	3.4	0.7	2.7	0.8	3.5	0.7	3.7	0.7	3.0	0.7

* Figures above the mean are shown in bold

** Answer categories 1: Much less than before, 2: Less than before, 3: To the same extent, 4: More than before, 5: Much more than before

*** Standard deviation

ANNEX 3

Vragenlijst Erkennen & Waarderen Cultuurbarometer (Dutch)

Introductie

Beste wetenschapper,

In jouw instelling wordt gewerkt aan een cultuurverandering, in lijn met landelijke ontwikkelingen rondom het programma Erkennen & Waarderen. Met het programma Erkennen & Waarderen werken Nederlandse universiteiten, universitair medische centra, onderzoeksinstituten en wetenschapsfinanciers toe naar een nieuwe balans in het erkennen en waarderen van wetenschappelijk werk, waarbij ieders talent telt.

Nu we een periode bezig zijn, willen we graag weten in welke mate jij als wetenschapper de ambitie van het programma Erkennen & Waarderen herkent en ervaart. Daarom voeren we deze Erkennen & Waarderen Cultuurbarometer uit.

Meer informatie over het Erkennen & Waarderen programma en de Cultuurbarometer vind je hier.

Jouw mening is van groot belang om een representatief beeld te schetsen van de manier waarop wetenschappelijke instellingen hun medewerkers erkennen en waarderen. We stellen het daarom zeer op prijs dat je mee wilt werken aan dit onderzoek!

Vul deze vragenlijst in over de instelling waar je het grootste deel van je tijd werkzaam bent.⁶ Het invullen van de enquête kost 10-15 minuten van je tijd. Tussentijds opslaan van de vragenlijst is mogelijk, maar raden wij niet aan. Als je de vragenlijst afsluit en in dezelfde browser opent, start de vragenlijst weer waar je gestopt bent. Dit is wel afhankelijk van cookies in de browser; we raden dus aan om de vragenlijst in één keer af te ronden. Voor vragen kun je contact opnemen met: EWcultuurbarometer@berenschot.nl.

Stukje onder 'meer info':

Nederlandse universiteiten, universitair medische centra, onderzoeksinstituten en wetenschapsfinanciers zijn in 2020 met het Erkennen & Waarderen programma gestart. Gezamenlijk willen zij het werk van wetenschappers – in de breedste zin van het woord – breder erkennen en waarderen door meer oog te hebben voor de diverse bijdragen van eenieder op de verschillende domeinen (onderzoek, onderwijs, impact, leiderschap en patiëntenzorg) waarbinnen wetenschappers werkzaam zijn, en voor team en samenwerking. Veel wetenschappers ervaren namelijk een te eenzijdige nadruk op kwantitatieve (individuele) onderzoeksprestaties, waardoor werkzaamheden in andere domeinen regelmatig onvoldoende aandacht krijgen.

Deze Erkennen & Waarderen Cultuurbarometer heeft tot doel om tweemaal gedurende de looptijd van 2022-2026 te peilen wat de stand van zaken is rondom het anders erkennen en waarderen van wetenschappelijk werk binnen de instellingen. De barometer wordt in opdracht van het landelijke programma Erkennen & Waarderen uitgevoerd door onafhankelijk onderzoeksbureau Berenschot. De data blijven in het bezit van Berenschot en worden niet gedeeld met de opdrachtgever of instellingen. Er wordt een overkoepelende sectorrapportage opgesteld en per instelling een instellingsrapportage. Individuele antwoorden zijn niet te herleiden tot personen.

Meer informatie over het Erkennen & Waarderen programma vind je in de position paper [Ruimte voor ieders talent](#).

Informed consent

Je gegevens worden vertrouwelijk behandeld. De data worden opgeslagen in een beveiligde omgeving. Lees [in ons privacy document](#) meer over de manier waarop wij met je gegevens omgaan. Je bent niet verplicht om alle vragen in de vragenlijst in te vullen, maar uiteraard is een zo volledig mogelijke respons van groot belang voor het onderzoek. De geaggregeerde resultaten van de enquête worden gepresenteerd in een rapport dat open access wordt gepubliceerd. Wij bieden tevens via instellingsrapportages inzicht in de resultaten per instelling, afgezet tegen het gemiddelde. Wij rapporteren niet over groepen van minder dan tien respondenten, zodat data niet herleidbaar zijn tot individuele personen.

⁶ Mocht je bij twee instellingen werkzaam zijn voor precies de helft van de tijd, dan kun je kiezen voor welke instelling je de vragenlijst invult, of de vragenlijst twee keer, voor beide instellingen, invullen.

Heb je ons privacy document gelezen en ga je akkoord met deelname aan deze enquête?

- Ja
- Nee [einde enquête]

Erkennen & Waarderen

De verandering die beoogd wordt met het Erkennen & Waarderen programma kan als volgt worden omschreven:

“We streven naar een gezonde en inspirerende omgeving voor onze wetenschappelijke medewerkers. Een omgeving waarin alle talenten gewaardeerd worden: onderwijs, onderzoek, impact, patiëntenzorg en goed leiderschap.”

In onderstaand blok vragen we je naar je bekendheid met het Erkennen & Waarderen programma en wat je daarvan merkt binnen je instelling.

1. Was je – vóórdat je de informatie in deze vragenlijst hebt gelezen – op de hoogte van het landelijke Erkennen & Waarderen programma van universiteiten, umc’s, onderzoeksinstituten, wetenschapsfinanciers en de KNAW dat gaat over het breder erkennen en waarderen van wetenschappers?

<< één antwoord mogelijk >>

- Helemaal niet
- Nauwelijks
- Enigszins
- Grotendeels
- Volledig

2. De ambities van het Erkennen & Waarderen programma staan hieronder opgesomd, zoals benoemd in de position paper [Ruimte voor ieders talent](#). Was je – vóór deze vragenlijst – op de hoogte van deze ambities?

[1 – Helemaal niet – 5 – Volledig]

Loopbaanpaden diversifiëren en dynamiseren	
Balans tussen individu en collectief bereiken	
Focus op kwaliteit (en minder nadruk op kwantiteit)	
Alle aspecten van Open Science stimuleren	
Leiderschap (in de academie) stimuleren	

We beschrijven hieronder kort de ambities van het Erkennen & Waarderen programma.

- **Loopbaanpaden diversifiëren en dynamiseren**

We maken een grotere diversiteit van carrièrepaden en profielen voor wetenschappers (in de breedste zin van het woord) mogelijk.

- **Balans tussen individu en collectief bereiken**

We beoordelen de inzet van wetenschappers zowel op hun individuele als op hun teamprestaties.

- **Focus op kwaliteit (en minder nadruk op kwantiteit)**

We leggen in de beoordeling van de inzet van wetenschappers de nadruk sterker op kwaliteit, inhoud en creativiteit.

- **Alle aspecten van Open Science stimuleren (incl.)**

informatiebolletje met link naar brede definitie Open Science (zie kopje Open Science verderop in deze vragenlijst)]. We stimuleren dat wetenschappers werken volgens de principes van Open Science.

- **Leiderschap (in de academie) stimuleren**

We stimuleren goed leiderschap op alle niveaus.

3. In hoeverre sta je achter de hierboven genoemde ambities van het Erkennen & Waarderen programma?

[1] helemaal niet mee eens – 5] helemaal mee eens; 6 – weet ik niet, 7 – niet van toepassing]

Ik sta achter de ambitie...

Loopbaanpaden diversifiëren en dynamiseren	
Balans tussen individu en collectief bereiken	
Focus op kwaliteit (en minder nadruk op kwantiteit)	
Alle aspecten van Open Science stimuleren	
Leiderschap (in de academie) stimuleren	

4. De volgende vragen gaan over de mate waarin Erkennen & Waarderen besproken wordt in jouw instelling. In hoeverre zijn de volgende uitspraken op jou van toepassing?

[nooit - zelden - soms - vaak - heel vaak; 6 – weet ik niet, 7 – niet van toepassing]

Ik praat met mijn collega's over het Erkennen & Waarderen programma.	
Er wordt vanuit mijn instelling gecommuniceerd over het Erkennen & Waarderen programma.	

5. De volgende vragen gaan over de mate waarin je veranderingen ervaart die te maken hebben met het Erkennen & Waarderen programma binnen je eigen instelling. In hoeverre ervaar je de volgende veranderingen?

[1 - Negatieve verandering, 2 - Enigszins negatieve verandering, 3 - Geen verandering, 4 - Enigszins positieve verandering, 5 - Positieve verandering; 6 - Weet ik niet, 7 - Niet van toepassing]

Ik zie over de afgelopen drie jaar verandering optreden door Erkennen & Waarderen in...

Systeem (zoals organisatiestructuur, samenstelling commissies)	
Beleid (zoals loopbaanbeleid, beoordelingsbeleid, jaargesprekken, werving en selectie, strategie)	
Cultuur (zoals manier van samenwerking, ruimte voor persoonlijke ontwikkeling, omgang met collega's en leidinggevende)	

6. In hoeverre zijn de volgende uitspraken op jou van toepassing?

[1- helemaal niet tot 5- volledig van toepassing].

Over het algemeen voel ik mij erkend voor het werk dat ik doe	
Over het algemeen voel ik mij gewaardeerd voor het werk dat ik doe	

7. Kun je bovenstaande antwoorden toelichten over de mate waarin je je erkend en gewaardeerd voelt en/of over de veranderingen die je ervaart?

Ervaringen met Erkennen & Waarderen

In de volgende onderdelen vragen we je naar specifieke onderdelen van het Erkennen & Waarderen programma en hoe je deze al dan niet terugziet in jouw instelling.

Loopbaanpaden diversifiëren en dynamiseren

In de position paper wordt het diversifiëren en dynamiseren van loopbaanpaden als een van de ambities genoemd. We maken een grotere diversiteit van mogelijke carrièrepaden en profielen mogelijk door een grotere diversiteit in competenties en talenten te erkennen en te waarderen. Daarom schakelen we om naar een systeem waarin wetenschappers zich kunnen profileren op een of meerdere domeinen (diversificatie). Daarbij kan dit profiel gedurende een loopbaan variëren (dynamisering) en kunnen ook competenties die buiten de academie zijn opgedaan als meerwaarde worden beschouwd. De domeinen die worden onderscheiden, zijn onderzoek, onderwijs, impact, patiëntenzorg en leiderschap. De verwevenheid van onderwijs en onderzoek vraagt van wetenschappers wel dat ze voldoende competenties hebben in ten minste deze twee domeinen. Binnen een team, afdeling of faculteit worden de verschillende profielen en achtergronden tot een samenhangend geheel gevormd.

De volgende vragen gaan over de inrichting van loopbaanpaden binnen jouw instelling.

8. In hoeverre ben je het eens met de volgende uitspraken?

[1 - Helemaal niet mee eens - 5 - Helemaal mee eens; 6 - weet ik niet, 7 - niet van toepassing]

Bij het maken van afspraken over mijn werkzaamheden wordt rekening gehouden met waar mijn ambities liggen.	
Bij het maken van afspraken over mijn werkzaamheden ervaar ik een goede balans tussen aandacht voor mijn talenten en aandacht voor de behoeften van de instelling.	
Ik heb het gevoel dat ik mij verder kan ontwikkelen in het soort werk dat het beste bij mij past.	
In mijn functie vind ik het haalbaar om de verschillende domeinen (onderwijs, onderzoek, impact, patiëntenzorg, leiderschap) in mijn werk te combineren.	
Ik ervaar dat ik op alle verschillende domeinen in mijn werkzaamheden goed moet zijn.	
Ik heb de indruk dat verschillende domeinen in mijn instelling evenveel waardering krijgen.	

Ontwikkeling

In de position paper *Ruimte voor ieders talent* wordt beschreven dat de nadruk meer komt te liggen op ontwikkeling: Focus op kwaliteit. In de beoordeling van wetenschappers komt de nadruk minder te liggen op kwantitatieve resultaten (zoals aantal publicaties), en sterker op kwaliteit, inhoud, wetenschappelijke integriteit, creativiteit, bijdrage aan wetenschap en/of maatschappij, en erkenning van het specifieke profiel van een wetenschapper en domein(en) waarbinnen een wetenschapper actief is. We verwachten dat dit ruimte geeft aan diversificatie en dynamisering van loopbaanpaden, en dat het de ervaren werkdruk verlaagt.

De volgende vragen gaan over de wijze waarop jouw instelling omgaat met je functioneren, je ontwikkeling en het maken van een loopbaanstap.

9. In hoeverre ben je het eens met de volgende uitspraken?

[1 – Helemaal niet mee eens – 5 – Helemaal mee eens; 6 – weet ik niet, 7 – niet van toepassing]

In het bespreken van mijn werk is de kwaliteit van mijn werk belangrijker dan de kwantiteit.	
In mijn werk worden ook andere, innovatievere en creatieve, vormen van output erkend en gewaardeerd, naast bijvoorbeeld publicaties.	
De maatschappelijke relevantie van mijn werk wordt gewaardeerd.	
De focus ligt in mijn instelling op ontwikkeling (in plaats van beoordeling).	
Ik vertrouw er op dat mijn leidinggevende mijn talenten en ambities op waarde kan schatten.	

10. Op welke domeinen is het in jouw instelling belangrijk om activiteiten uit te voeren, om een volgende stap in je loopbaan te kunnen zetten? Het gaat hierbij om de huidige situatie.

[1 Helemaal niet belangrijk – 5 Heel belangrijk; 6 – weet ik niet, 7 – niet van toepassing]

- Onderwijs
- Onderzoek
- Leiderschap
- Impact
- Patiëntenzorg
- Team spirit
- Open science
- Open education
- Anders, namelijk...

11. Hoe belangrijk vind je dat werk op de volgende domeinen zou moeten zijn om de volgende stap in je loopbaan binnen jouw instelling te kunnen zetten?

[1 Helemaal niet belangrijk – 5 Heel belangrijk; 6 – weet ik niet, 7 – niet van toepassing]

- Onderwijs
- Onderzoek
- Leiderschap
- Impact
- Patiëntenzorg
- Team spirit
- Open science
- Open education
- Anders, namelijk...

Balans tussen individu en collectief

Dit onderdeel gaat over een goede balans tussen individu en collectief bereiken. De position paper zegt hierover het volgende: We zorgen ervoor dat wetenschappers niet alleen op hun individuele prestaties worden beoordeeld, maar ook op de bijdrage die ze vanuit hun eigen expertise en competenties leveren. Om ook binnen onderzoeksgroepen samenwerking te bevorderen, creëren we meer mogelijkheden om teams of consortia van wetenschappers te erkennen voor hun gezamenlijke werk. Er is immers diversiteit aan talenten en vaardigheden nodig om een goed team te smeden. Dit zal ook een veiligere en inclusievere werkcultuur bevorderen waarmee tevens in de complexiteit en interdisciplinariteit van de huidige wetenschappelijke en maatschappelijke problematiek wordt voorzien. Uiteindelijk zoeken we naar meer balans tussen enerzijds aanmoediging van samenwerking binnen en over de domeinen en disciplines heen, en anderzijds een sterke disciplinaire basis. Het sleutelwoord is diversificatie: er is plek voor en behoefte aan een grotere variëteit aan talenten in de academie.

Open Science

Over Open Science meldt de position paper Ruimte voor ieders talent het volgende: Open science stimuleren. Meer ruimte voor Open Science vraagt specifieke aandacht. Deze nieuwe benadering van wetenschap geeft anderen, naast de wetenschapper zelf, de gelegenheid om mee te werken en bij te dragen aan, en gebruik te maken van het wetenschappelijk proces. Dit betekent bijvoorbeeld dat wetenschappers de resultaten van wetenschappelijk onderzoek breder delen met de samenleving, dat ze onderzoeksresultaten toegankelijk maken en dat ze de samenleving bij het onderzoek kunnen betrekken (bijvoorbeeld citizen science). Open science en de modernisering van het systeem van erkennen en waarderen zijn onlosmakelijk met elkaar verbonden. Het vraagt tijd en aandacht van de wetenschappers die niet automatisch terug te voeren zijn naar traditionele wetenschappelijke output zoals publicaties, maar die wel een grote impact kunnen hebben op de samenleving en wetenschap (bijvoorbeeld het delen van onderzoeksdata).

12. In hoeverre ben je het eens met de volgende uitspraken?

[1 – Helemaal niet mee eens – 5 – Helemaal mee eens; 6 – weet ik niet, 7 – niet van toepassing]

Ieders bijdrage aan succes wordt in ons team erkend.	
In mijn team is de gezamenlijke prestatie belangrijker dan individuele prestaties.	
Teamdoelstellingen en ieders bijdrage daaraan zijn onderwerp van gesprek in mijn team.	
Met mijn werk draag ik bij aan de doelstellingen van mijn team en de instelling.	
Ik vind het stimulerend om samen te kunnen werken met collega's die andere vaardigheden hebben dan ik.	
In mijn team is het normaal om elkaar feedback te geven.	

We belichten in dit onderzoek enkele aspecten van Open Science, maar zijn ons bewust dat Open Science meer behelst dan (bijvoorbeeld) open access publiceren. We verwijzen voor een uitgebreidere definitie naar de uitgangspunten van de UNESCO Recommendation on Open Science, samengevat: "For the purpose of this Recommendation, Open Science is defined as an inclusive construct that combines various movements and practices aiming to make multilingual scientific knowledge openly available, accessible and reusable for everyone, to increase scientific collaborations and sharing of information for the benefits of science and society, and to open the processes of scientific knowledge creation, evaluation and communication to societal actors beyond the traditional scientific community. It comprises all scientific disciplines and aspects of scholarly practices, including basic and applied sciences, natural and social sciences and the humanities, and it builds on the following key pillars: open scientific knowledge, Open Science infrastructures, science communication, open engagement of societal actors and open dialogue with other knowledge systems."

13. In hoeverre ben je het eens met de volgende uitspraken?

[1 – Helemaal niet mee eens – 5 – Helemaal mee eens;
6 – weet ik niet, 7 – niet van toepassing]

Ik word gestimuleerd om het voor het onderwijs ontwikkelde leer materiaal te delen.	
Ik word gestimuleerd om mijn onderzoeksresultaten te delen door open access te publiceren.	
Ik word gestimuleerd om mijn data beschikbaar te stellen voor hergebruik.	
Ik word gestimuleerd om stakeholders en/of het brede publiek te betrekken bij mijn onderwijs en onderzoek.	
Ik word gestimuleerd om mijn onderwijs en onderzoek te delen met het brede publiek door wetenschapscommunicatie.	

Leiderschap

Leiderschap is van groot belang om een cultuurverandering te bewerkstelligen. In de position paper Ruimte voor ieders talent wordt dat als volgt beschreven. Leiderschap stimuleren. Er komt op alle niveaus, van jonge tot gevestigde wetenschapper, aandacht voor goed leiderschap. Dat geldt niet alleen voor wetenschappers met een bestuurlijke of managementrol, zoals onderwijscoördinatoren, afdelingshoofden en decanen, maar ook voor (beginnende) wetenschappers die academische teams begeleiden.

14. In hoeverre ben je het eens met de volgende uitspraken?

[1 – Helemaal niet mee eens – 5 – Helemaal mee eens;
6 – weet ik niet, 7 – niet van toepassing]

Er is in mijn instelling voldoende aandacht voor leiderschapsontwikkeling.	
Leidinggevendens krijgen voldoende tijd voor het uitoefenen van hun leidinggevende taken.	
Persoonlijk leiderschap tonen wordt gestimuleerd in onze instelling. (Denk hierbij aan verantwoordelijkheid geven en nemen, eigen initiatief tonen, zelfreflectie)	
Mijn leidinggevende heeft aandacht voor de ontwikkeling van medewerkers.	
Het oppakken van andere taken die waardevol zijn voor de instelling wordt gewaardeerd, zoals deelname aan commissies, participeren in de medezeggenschap, of het organiseren van sociale activiteiten.	
Mijn leidinggevende heeft aandacht voor samenwerking in het team.	

Zorgen en kansen

De volgende vragen gaan over mogelijke zorgen en kansen die jij ziet bij het Erkennen & Waarderen programma.

In hoeverre ben je het eens met de volgende uitspraken?

[1 Helemaal niet mee eens – 5 Helemaal mee eens;
6 – weet ik niet, 7 – niet van toepassing]

15. Ik maak mij zorgen dat...

...overstappen naar een andere wetenschappelijke instelling binnen Nederland belemmerd wordt door mijn profiel/gekozen accenten.	
...overstappen naar een andere wetenschappelijke instelling buiten Nederland belemmerd wordt door mijn profiel/gekozen accenten.	
...er minder erkenning en waardering is voor de samenstelling van mijn profiel (op basis van de domeinen onderzoek, onderwijs, impact, leiderschap patiëntenzorg) dan voor andere samenstellingen van profielen.	
...de kwaliteit van onderwijs en/of onderzoek afneemt.	
...het Erkennen & Waarderen programma er aan bijdraagt dat ik een schaap met vijf poten moet zijn.	
...het niet lukt om de ambities van het programma Erkennen & Waarderen in de praktijk te brengen.	

16. In hoeverre verwacht je dat de volgende veranderingen zullen optreden als gevolg van het Erkennen & Waarderen programma?

[1 Veel minder dan voorheen, 2 Minder dan voorheen, 3 In dezelfde mate, 4 Meer dan voorheen, 5 Veel meer dan voorheen;
6 – weet ik niet, 7 – niet van toepassing]

Door de implementatie van het Erkennen & Waarderen programma verwacht ik...

...werkplezier te ervaren.	
...frustratie en ergernis te ervaren in mijn werk.	
Dat ik fundamentele keuzes kan maken die passen bij mijn voorkeuren, talenten en levensfase.	
Dat bredere aspecten van kwaliteit in mijn werk worden gewaardeerd.	
...werkdruk te ervaren.	

17. Zie je nog andere kansen of zorgen?

[Open]

Achtergrondkenmerken

We willen je vragen een aantal vragen over jezelf te beantwoorden. We behandelen je gegevens strikt vertrouwelijk en resultaten worden niet gepresenteerd voor groepen kleiner dan tien personen.

Het onderzoeken van achtergrondkenmerken van medewerkers is een belangrijk startpunt voor de ontwikkeling van beleid dat toegankelijkheid en gelijke kansen stimuleert. Om gelijke kansen te bieden en nadelen te verminderen, is het belangrijk om de achtergrondkenmerken van de diverse groep wetenschappelijk medewerkers goed in beeld te brengen.

Als je je niet comfortabel voelt bij het beantwoorden van deze vragen, kun je ervoor kiezen om ze over te slaan.

18. Bij welke instelling ben je werkzaam?

<<keuzemenu, vul degene in waar je (formeel) het grootste aantal uren per week werkzaam bent >>

- Amsterdam Universitair Medisch Centrum (AMC, VUmc, AMR)
- Erasmus Medisch Centrum
- Erasmus Universiteit Rotterdam
- KNAW-instituut (Koninklijke Nederlandse Akademie van Wetenschappen)
- Leids Universitair Medisch Centrum
- Maastricht Universitair Medisch Centrum
- Maastricht University
- NWO-I (instituten van Nederlandse Organisatie voor Wetenschappelijk Onderzoek)
- Open Universiteit
- Protestantse Theologische Universiteit (PThU)
- Radboud Universitair Medisch Centrum
- Radboud Universiteit
- Rijksuniversiteit Groningen
- Theologische Universiteit Apeldoorn
- Theologische Universiteit Kampen | Utrecht
- Tilburg University
- TU Delft
- TU Eindhoven
- Universiteit Leiden
- Universiteit Twente
- Universiteit Utrecht
- Universiteit van Amsterdam
- Universiteit voor Humanistiek

- Universitair Medisch Centrum Groningen
- Universitair Medisch Centrum Utrecht
- Vrije Universiteit Amsterdam
- Wageningen University
- Anders, namelijk...

19. Wat is je huidige functie?

<<keuzemenu, vul de functie in waar je (formeel) het grootste aantal uren per week aan besteedt >>

- Hoogleraar
- Hoogleraar-Medisch specialist [alleen zichtbaar voor medewerkers van umc's]
- Universitair hoofddocent (UHD)
- Universitair docent (UD)
- Onderzoeker (inclusief postdoc)
- Docent (inclusief wetenschappelijk docent)
- Promovendus
- Medisch specialist, zonder een van bovenstaande academische functies [alleen zichtbaar voor medewerkers van umc's]
- (Conceptueel) ingenieur [alleen zichtbaar voor medewerkers van NWO-instituten]
- Anders, namelijk...

20. Ben je arts? [alleen zichtbaar voor medewerkers van umc's]

- Ja
- Nee

21. Heb je een leidinggevende rol?

- Ja
- Nee

22. Wat is de omvang van je aanstelling in fte bij deze instelling?

[open antwoord numeriek tussen 0 en 1, 1 cijfer achter de komma]

23. Welk type dienstverband heb je?

- Vast dienstverband
- Tijdelijk dienstverband

24. In welk vakgebied kun je je werkzaamheden het beste indelen?

<<keuzemenu>>

- Landbouw- en toegepaste levenswetenschappen
- Natuur- en levenswetenschappen
- Techniek
- Gezondheid
- Economie
- Recht
- Gedrag en maatschappij
- Taal en cultuur
- Onderwijs (als wetenschapsgebied)
- Anders, namelijk...

25. Wat is je geslacht?

- Man
- Vrouw
- Non-binair of geen van bovenstaande
- Wil ik liever niet zeggen

26. Wat is jouw nationaliteit?

- Nederlands
- Nationaliteit binnen Europese Unie
- Buiten Europese Unie (EU)

27. Hoe oud ben je?

- 24 jaar of jonger
- 25 t/m 29 jaar
- 30 t/m 34 jaar
- 35 t/m 39 jaar
- 40 t/m 44 jaar
- 45 t/m 49 jaar
- 50 t/m 54 jaar
- 55 t/m 59 jaar
- 60 t/m 64 jaar
- 65 jaar of ouder

Afsluiting

25. Heb je tot slot nog opmerkingen die je met ons wilt delen, over het Erkennen & Waarderen programma en/of deze vragenlijst? [open]

Wij danken je hartelijk voor het invullen van deze vragenlijst.

ANNEX 4

Questionnaire Recognition & Rewards Culture Barometer

Introduction

Dear academic,

Work is being done to establish a culture change in your institution, in line with national developments concerning the Recognition & Rewards programme. With the Recognition & Rewards programme, Dutch universities, university medical centres, research institutions and research funders are working towards a new balance in recognising and rewarding academic work, one in which everyone's talent counts.

Now that we've been working on the programme for some time, we would like to know the extent to which you, as an academic, recognise and experience the Recognition & Rewards programme. That is why we are conducting this Recognition & Rewards culture barometer survey.

You will find more information on the Rewards & Recognition programme, and the Culture barometer here.

Your opinion is crucial for providing a representative picture of the way in which academic institutions recognise and reward their staff. We therefore greatly appreciate the fact that you are prepared to participate in this survey!

Please complete this questionnaire with the institution where you spend most of your time in mind.⁷ Completing the survey will take 10-15 minutes of your time at most. It is possible to save and pause the questionnaire, but we don't recommend doing so. If you close the questionnaire and open it again in the same browser, the questionnaire will start where you left off. This does, however, depend on the cookies in the browser, which is why we recommend completing the questionnaire in one go. Should you have any questions, please contact EWcultuurbarometer@berenschot.nl.

Link to separate page under 'more info':

Dutch universities, university medical centres, research institutions and research funders launched the Recognition & Rewards programme in 2020. Their aim is to recognise and reward the work of academics – in the broadest sense – by paying more attention to the diverse contributions of each person in the various domains (research, teaching, impact, leadership and patient care) that academics work in, and to teamwork and collaboration. The fact is that many academics feel that the emphasis on quantitative (individual) research performance is too one sided, which means that work in other fields is regularly overlooked.

The aim of this Recognition & Rewards culture barometer is to gauge the state of affairs concerning a different way of recognising and rewarding academic work within institutions. This survey will be conducted twice during the 2022 to 2026 period. The nationwide Recognition & Rewards programme commissioned the independent research agency, Berenschot, to carry out the barometer survey. Berenschot will keep the data and they will not be shared with the client or institutions. An overarching sector report will be compiled, as well as reports for each institution. Individual responses cannot be traced back to persons.

More information on the Rewards & Recognition programme can be found in the position paper entitled [Room for everyone's talent](#).

Informed consent

Your information is treated confidentially. The data are stored in a secure environment. Read more about how we handle your data in [our privacy document](#). You are not obliged to answer all questions in the questionnaire, but of course having a dataset of complete responses is of great importance for our research. The aggregated results of the survey will be presented in a report that will be published open access. We will also be providing insight into each institution's results, compared to the mean findings, in the reports for the separate institutions. We will not be reporting on groups of fewer than ten respondents to ensure that the data cannot be traced back to individual people.

⁷ If you work at two institutions for the same amount of time, please choose the institution for which you will complete the questionnaire. Alternatively, you may complete the questionnaire twice, once for each of the institutions.

Have you read our privacy document and do you agree to participate in this survey?

- Yes
- No [end the survey]

Recognition & Rewards

The changes that the Recognition & Rewards programme intends to bring about can be described as follows:

‘Our aim is to have a healthy and inspirational environment for our academic members of staff. An environment in which all talents are valued: teaching, research, impact, patient care and good leadership.’

In the block below, we ask questions about awareness of the Recognition & Rewards programme and what you have noticed about it in your institution.

1. Were you familiar with the nationwide Recognition & Rewards programme at universities, university medical centres, research institutes, research funders and the Royal Netherlands Academy of Arts and Sciences before reading the information in this questionnaire? This programme examines the broader recognition and rewarding of academics. << one response possible>>

- Not at all
- Hardly
- Somewhat
- Largely
- Completely

2. The ambitions of the Recognition & Rewards programme are presented briefly below, as stated in the position paper, Room for everyone’s talent. Were you familiar with these ambitions before participating in this survey?

[1 – Not at all – 5 – Completely]

Diversifying and vitalising career paths	
Achieving balance between individuals and the collective	
Focusing on quality (and less emphasis on quantity)	
Stimulating all aspects of open science	
Stimulating leadership (in academia)	

Below, we briefly outline the ambitions of the Recognition & Rewards programme.

- **Diversify and vitalise career paths.** We enable more diversity in career paths and profiles for academics (in the broadest sense).
- **Achieve a balance between the individual and the collective.** We are assessing the input of academics in terms of their individual as well as team performance.
- **Focus on quality (and less emphasis on quantity)** In our assessments of academic performance, we increasingly focus on quality, content and creativity.
- **Stimulate all aspects of open science [link to open science definition, repeated below with the questions regarding open science].** We are encouraging academics to work according to the principles of open science.
- **Stimulate leadership (in academia)** We stimulate good leadership at every level.

3. To what extent do you support the ambitions of the Recognition & Rewards programme as stated above?

[1] completely disagree; 5) completely agree; 6) Don't know, 7) Not applicable]

I support the ambition to...

Diversify and vitalise career paths	
Achieve a balance between the individual and the collective	
Focus on quality (and less emphasis on quantity)	
Stimulate all aspects of open science	
Stimulate leadership (in academia)	

4. The following questions are about the extent to which the Recognition & Rewards programme is discussed in your institution. To what extent do the following statements apply to you?

[never – rarely – occasionally – often – very often; 6) Don't know, 7) Not applicable]

I talk about the Recognition & Rewards programme with my colleagues.	
My institution communicates about the Recognition & Rewards programme.	

5. The following questions are about the extent to which you have noticed changes related to Recognition & Rewards at your institution. To what extent have you noticed the follow changes?

[1] Negative change, 2) Somewhat negative change, 3) No change, 4) Somewhat positive change, 5) Positive change, 6) Don't know, 7) Not applicable]

Over the past three years, I have noticed changes due to Recognition & Rewards in the...

System (such as organisational structure, the composition of committees)	
Policies (such as career policies, evaluation policies, annual interviews, recruitment and selection, and strategy)	
Culture (such as the way we collaborate, room for personal development, interaction with colleagues and supervisors/managers)	

6. To what extent do the following statements apply to you?

[1 – not at all to 5 – extremely].

In general, I feel I get recognition for the work that I do	
In general, I feel I get rewarded for the work that I do	

7. Could you please elaborate on our responses regarding the extent to which you feel recognised and rewarded, and/or the changes you have noticed?

Experiences regarding Recognition & Rewards

In the following sections, we ask you about specific components of the Recognition & Rewards programme and how you do or do not see them reflected in your institution.

Diversify and vitalise career paths

The diversification and vitalisation of career paths is mentioned as one of the ambitions in the 'Room for everyone's talents' position paper. The following is written on this subject:

Diversification and vitalisation of career paths. We enable greater diversity in possible career paths and profiles by recognising and rewarding more diversity in competences and talents. In line with this, we are switching to a system in which academics can make a mark in one or more domains (diversification). In this system, the area profile of academics may change in the course of their career (vitalisation), and competences acquired outside of the academy are acknowledged as having added value. The domains identified are research, teaching, impact, patient care and leadership. The interconnectedness of education and research, typical of the Dutch university system, does require that academics have enough competences in at least these two domains. Within a team, department or faculty, the different profiles and backgrounds are integrated into a coherent whole.

8. The following questions are about the way career paths are structured in your institution. To what extent do you agree with the following statements?

[1 – Completely disagree – 5 Completely agree; 6) Don't know, 7) Not applicable]

My ambitions are taken into account when reaching agreements about my work.	
When reaching agreements about my work, my impression is that there is a good balance between attention paid to my talents and attention to the needs of the institution.	
I feel I can continue to develop in the kind of work that suits me best.	
I find that combining the different domains (teaching, research, impact, patient care, leadership) is achievable in my job.	
My experience is that I have to excel in all the various domains of my work.	
I get the impression that the various domains in my institution are appreciated to the same extent.	

Development

The 'Room for everyone's talents' position paper mentions that there will be more emphasis on development: Focus on quality. The assessment of academics will see a reduced emphasis on quantitative results (such as number of publications) and a greater emphasis on quality, content, scientific integrity, creativity, contribution to science, academia and/or society, and acknowledgement of the academic's specific profile and domain(s) in which the academic is active. We expect that this will lead to the diversification and vitalisation of career paths as well as reducing the perceived workload.

The following questions are about the way in which your institution deals with your performance, your development and taking a career step.

9. To what extent do you agree with the following statements?

[1 - Completely disagree - 5 Completely agree; 6) Don't know , 7) Not applicable]

When talking about my work, the quality of my work is more important than the quantity.	
In my work, other more innovative and creative kinds of output are recognised and rewarded, alongside publications for instance.	
The societal relevance of my work is appreciated.	
In my institution, the focus is on development (instead of assessment).	
I am confident that my supervisor/manager appreciates the value of my talents and ambitions.	

10. In which domains is it currently important in your institution to do work to be able to take the next step in your career path?

[1 Not important at all - 5 Very important; 6) Don't know , 7) Not applicable]

- Teaching
- Research
- Leadership
- Impact
- Patient care
- Team spirit
- Open science
- Open education
- Other, please specify:

11. How important do you think work in the following domains should be in order to take the next step in your career path at your institution?

[1 Not important at all - 5 Very important; 6) Don't know , 7) Not applicable]

- Teaching
- Research
- Leadership
- Impact
- Patient care
- Team spirit
- Open science
- Open education
- Other, please specify:

Balance between the individual and the collective

This section is about achieving a balance between the individual and the collective. The 'Room for everyone's talents' position paper states the following on this subject: We ensure that academics are assessed not just for their individual performance but also for their contribution, based on their own expertise and competences, to the team, department, consortium, institution or organisation of which they are a part. In order to foster cooperation within research groups as well, we are creating more opportunities to acknowledge teams or consortia of academics for their joint work. This is in recognition of the fact that it takes diversity and the interplay of talents and skills to make for a good team. It will also be conducive to a safer, more inclusive work culture that accommodates the complexity and interdisciplinary nature of current academic and social problems. Ultimately, we are looking for a greater balance between encouraging cooperation within and across domains and disciplines on the one hand, and a stronger disciplinary basis on the other hand. This does not mean that there is no room left for monodisciplinary studies and careers. On the contrary: a strong disciplinary basis is a condition for meaningful translation across the boundaries of disciplines. The key word is diversification: there is room and a need for a greater variety of talents within the academy.

12. To what extent do you agree with the following statements?

[1 – Completely disagree – 5 Completely agree; 6) Don't know , 7) Not applicable]

Everyone's contribution to success is recognised in our team.	
In my team, joint performance is more important than individual performance.	
Team goals, and everyone's contribution to this, are subjects for discussion in my team.	
I contribute with my work to the goals of my team and the institution.	
I find it stimulating to be able to work with colleagues who have skills that are different to mine.	
In my team, it's standard practice to give one another feedback.	

Open science

The 'Room for everyone's talents' position paper states the following on the subject of open science: Stimulate open science. More room for open science is an issue that needs to be addressed specifically. This new approach to science and academia gives others, in addition to the academics themselves, the opportunity to cooperate on, contribute to and make use of the academic process. This means, for example, that academics share the results of their research more broadly with society, that they make research results more accessible and that they can involve society in the research (such as through citizen science). Open science is bound up inextricably with the modernisation of the system of recognition and rewards. It requires time and attention from academics that cannot be automatically translated as traditional academic output such as publications, but which can have a significant impact on society, science and academia (such as sharing research data).

Additional under link:

In this study we highlight some aspects of Open Science, but we are aware that Open Science involves more than (for example) open access publishing. For a more detailed definition, we refer to the principles of the [*UNESCO Recommendation on Open Science*](#), summarised as follows: For the purpose of this Recommendation, open science is defined as an inclusive construct that combines various movements and practices aiming to make multilingual scientific knowledge openly available, accessible and reusable for everyone, to increase scientific collaborations and sharing of information for the benefits of science and society, and to open the processes of scientific knowledge creation, evaluation and communication to societal actors beyond the traditional scientific community. It comprises all scientific disciplines and aspects of scholarly practices, including basic and applied sciences, natural and social sciences and the humanities, and it builds on the following key pillars: open scientific knowledge, open science infrastructures, science communication, open engagement of societal actors and open dialogue with other knowledge systems.

13. To what extent do you agree with the following statements?

[1 – Completely disagree – 5 Completely agree; 6) Don't know , 7) Not applicable]

I am encouraged to share the learning materials developed for education.	
I am encouraged to share my research findings by publishing them through open access platforms.	
I am encouraged to make my data available to be used again.	
I am encouraged to involve stakeholders and/or the general public in my teaching and research.	
I am encouraged to share my teaching and research with the general public through science communications.	

Leadership

Leadership is crucial to achieving cultural change. The 'Room for everyone's talents' position paper describes this as follows: Stimulate leadership. Attention will be paid to good leadership on all levels, from young academics to established ones. This applies not only to academic leaders, such as study programme coordinators, heads of department and deans, but also to (starting) academics who supervise academic teams.

14. To what extent do you agree with the following statements?

[1 – Completely disagree – 5 Completely agree; 6) Don't know , 7) Not applicable]

Sufficient attention is paid to leadership development in my institution.	
Supervisors/managers are given enough time to perform their duties as supervisors/managers.	
Demonstrating personal leadership is encouraged in our institution. (Here we have in mind giving and taking responsibility, demonstrating initiative, self-reflection.)	
My supervisor/manager pays attention to the development of staff members.	
Taking on other tasks that the institution values is appreciated, such as being on committees, participating in employee representation or organising social activities.	
My supervisor/manager pays attention to the collaboration in the team.	

Concerns and opportunities

Finally, we would like to ask you what concerns and opportunities you may see in the Recognition & Rewards programme.

15. To what extent do you agree with the following statements?

[1 – Completely disagree – 5 Completely agree; 6) Don't know, 7) Not applicable]

I am worried that...

...transferring to another academic institution in the Netherlands will be hampered by my profile/chosen area of focus.	
...transferring to another academic institution outside the Netherlands will be hampered by my profile/chosen area of focus.	
...there is less recognition and reward for the composition of my profile (based on the domains of research, teaching, impact, leadership and patient care) than for other profile compositions.	
...the standards of education and/or research are declining.	
...the Recognition & Rewards programme requires me to be a jack of all trades.	
...that the ambitions of the Recognition & Rewards programme will not be achieved in practice.	

16. To what extent do you expect the following changes

to occur as a consequence of the Recognition & Rewards programme?

[1 Much less than before, 2 Less than before, 3 To the same extent, 4 More than before, 5 Much more than before; 6 – Don't know, 7 – Not applicable]

Through the implementation of the Recognition & Rewards programme, I expect...

(Enter 'more', 'less' or 'the same' as appropriate in the blanks.)

To have ... job satisfaction ...	
To be ... frustrated and irritated in my work.	
That I can make fundamental choices that suit my preferences, talents and life phase,	
That the broader aspects of quality in my work are appreciated,	
To experience ... work-related pressure.	

17. Do you recognise other opportunities or concerns?

[Open]

Background information

We would like to ask you to answer some questions about yourself. We will treat your information as strictly confidential and the findings from groups of less than ten respondents are not presented.

Examining the background characteristics of staff members is an important starting point for developing policies that promote accessibility and equal opportunities. It is important to have a clear picture of the background characteristics of the diverse group of academic staff if we are to offer equal opportunities and reduce disadvantages.

If you are not comfortable with answering these questions, you can opt to skip them.

18. At which institution do you work?

<<dropdown menu, enter the institution for the job in which you (formally) work most of your hours per week >>

- Amsterdam University Medical Centre (Academic Medical Centre, VU University Medical Center, AMC Medical Research)
- Delft University of Technology
- Eindhoven University of Technology
- Erasmus Medical Centre
- Erasmus University Rotterdam
- Foundation for Dutch Scientific Research (NWO-I) institute
- Leiden University
- Leiden University Medical Center
- Maastricht University
- Maastricht University Medical Centre+
- Open University
- Other
- Protestant Theological University
- Radboud University
- Radboud University Medical Centre
- Royal Netherlands Academy of Arts and Sciences (KNAW) institute
- Theological University of Apeldoorn
- Theological University of Kampen | Utrecht
- Tilburg University

- University Medical Center Groningen
- University Medical Center Utrecht
- University of Amsterdam
- University of Groningen
- University of Humanistic Studies
- University of Twente
- Utrecht University
- Vrije Universiteit Amsterdam
- Wageningen University & Research

19. What is your current position?

<<dropdown menu, enter the job in which you (formally) work most of your hours per week >>

- Professor
- Professor-medical specialist (only visible for employees of university medical centres)
- Senior Lecturer/Associate Professor (American English)
- Lecturer/Assistant Professor (American English)
- Researcher (including postdoctoral researcher)
- Teacher (including academic teacher)
- PhD candidate
- (Conceptual) engineers (only visible for employees of NWO-i)
- Medical specialist, not involving one of the academic positions mentioned above (only visible for employees of university medical centres)
- Other

20. Are you a physician? (only visible for employees of university medical centres)

- Yes
- No

21. Do you have a supervisory/management role?

- Yes
- No

22. What is the extent of your appointment at this institution expressed in FTEs?

[numerical open answer between 0 and 1, one decimal place]

23. What kind of employment contract are you on?

- Permanent employment contract
- Temporary employment contract

24. Into which professional domains can you best classify your work? <<menu>>

- Agriculture/Applied Life Sciences
- Natural and Life Sciences
- Technology
- Healthcare
- Economics
- Law
- Behavioural and Social Sciences
- Language and Culture
- Education (as an academic field)
- Other, ...

25. What is your gender?

- Male
- Female
- Non-binary or none of the above
- I would rather not say

26. What is your nationality?

- Dutch
- Nationality within European Union (EU)
- Nationality of a country outside the EU

27. How old are you?

- 24 years old or younger
- 25 to 29 years old
- 30 to 34 years old
- 35 to 39 years old
- 40 to 44 years old
- 45 to 49 years old
- 50 to 54 years old
- 55 to 59 years old
- 60 to 64 years old
- 65 years old or older

Conclusion

28. Finally, do you have any comments about the Recognition & Rewards programme and/or this questionnaire that you would like to share with us? [open]

Thank you very much for answering these questions.



‘WE ARE BERENSCHOT, ALWAYS FOCUSED ON PROGRESS’

The Netherlands is constantly evolving. Major changes are taking place in society, the economy and the nature of organisations. As a management consulting firm we have closely followed these developments for more than 85 years while working towards a progressive society. The drive to make a meaningful and proactive contribution for people and society is part of our DNA and our advice and solutions have helped to make the Netherlands what it is today. Always seeking sustainable progress.

Everything we do is carefully researched, substantiated and examined from many different angles. That is the foundation for solid recommendations and smart solutions, which may not always be what people were expecting. It is this capacity to surprise and look beyond the obvious that makes us unique. We are not in the business of simply tackling symptoms. We don't stop until the issue is solved.

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