Academia in Motion: Leiden University is changing

The Leiden University *Academia in Motion* framework
Academia in Motion steering group, March 2023

Introduction to the framework

Over the past few years, the university has invested in collecting input and formulating a clear vision on Open Science and Recognition & Rewards. Now that we know the direction we want to take, we are putting these plans into practice. This is taking place under the heading Academia in Motion (AiM), bringing together these closely related themes.

AiM supports the transition to a university community that is centred on quality, collaboration, an open academic culture, integrity and leadership. This transition is closely connected with the university's new societal role, where academic work does not take place at a distance, but is conducted within and often in partnership with society. AiM is therefore not an end in itself, but rather a culture change and a logical consequence of the changing role of academia. At the same time, increased momentum is needed in the areas of Open Science and Recognition & Rewards to meet the challenges presented by these changes in academic practice.

The purpose of this framework and future perspective

The AiM steering group will determine the relevant frameworks, but will not impose any top-down changes. The five-year programme offers ample scope for the faculties and staff members to design Open Science and Recognition & Rewards themselves and to set up initiatives that are appropriate to their own context, based on initial steps taken by the steering group. The framework described in this document should be seen as an outline that can be used by AiM's Faculty Teams when working on the themes from the change vision for AiM.

In 2023-2024 the steering group will mainly focus on further refining this AiM framework, but also on developing quality criteria, responsible publication policy, research integrity in relation to AiM and a portfolio model (in line with our continued development of the form for the performance & development interview (ROG)). We will take an evidence-based approach, drawing upon expertise available within and outside the university and working in consultation with experts and stakeholders. For example, the faculty AiM groups will be able to participate in idea development and to facilitate actions in the faculties, from the perspective of their own requirements and disciplines. We will also give attention to raising awareness of the themes and activating the entire university community.

How can we ensure that Leiden University becomes the best possible work environment? Leiden University has adopted 'Academia in Motion' with the aim of further developing as an inspiring and open knowledge community in the years ahead, with a better balance between education, research and societal relevance, better methods of Recognition & Rewards, and more emphasis on Open Science, teamwork, well-being and leadership. This development will take shape in and with the faculties and offers ample space for initiatives proposed by staff members. This framework is the start for a number of basic principles of the Leiden University Academia in Motion (AiM) programme and serves as an outline for initiatives and further elaboration that will take place in, for example, AiM teams established at the faculty level. It should be seen as a living document, a 90% version that will be constantly developed and refined in conjunction with the faculties' AiM teams and other stakeholders throughout the period covered by the AiM programme (2022-2027).

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Introduction

In recent years a discussion has arisen in academic communities about the workload within universities, lack of transparency and accessibility of research results, and the way in which staff members are recognised and rewarded. The society in which universities are situated is also becoming increasingly complex and undergoing rapid changes. These developments challenge us to make innovations. Our aim is to introduce the necessary changes within an attractive and healthy work environment. This is why we are taking action now.

Our vision for the future is an open knowledge community, with a focus on collaboration across boundaries, between colleagues, and between the university and society. Insights from authoritative research and education (both single-discipline and interdisciplinary) will be widely shared and openly accessible to all students, citizens of Leiden, The Hague and beyond, and our academic and societal partners. Our staff and students will naturally have fundamental curiosity and a diversity of perspectives, and will regularly reflect on their own role within the team and in relation to their environment. This is the vision that the university will constantly work on and move towards.

These changes will take shape at our university under the heading Academia in Motion.[1] Within this programme, developments in the areas of Open Science, including Citizen Science, and Recognition & Rewards will reinforce one another. One example is our aim to introduce a responsible publication policy, where quality is more important than quantity. Another is to recognise and reward a wider range of activities in all domains on the basis of their contribution to collective goals (such as producing a new curriculum or a new data infrastructure). This does not mean that everyone has to do or know how to do everything all the time, but rather that we combine our efforts so that a culture change enabling this new way of working, and of recognising and rewarding our work, is created for everyone. In this endeavour, we will work with other knowledge institutions in the Netherlands and with international colleagues.[2]

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[1] Open Science @ Leiden University (universiteitleiden.nl); Change vision for Recognition & Rewards at Leiden University
[2] 2019 Recognition and Rewards position paper NL.pdf (nwo.nl); AWTI (2022). Assessing the qualities of science; LERU (2022). A Pathway towards Multidimensional Academic Careers; CoARA (2022). Agreement on Reforming Research Assessment

The Leiden University *Academia in Motion* framework: four domains, three goals and leadership at the centre

The envisaged culture change towards an open and transparent knowledge community[3] (see also: Change vision for Recognition & Rewards; Open Science pamphlet) requires that we look at our work in a different way; that we do not focus exclusively on research, but assign equal value to other domains (such as education). It also requires that we state explicitly what our 'motivation' is, and that we identify the competences needed for this culture change. We do this in the *Academia in Motion* framework presented below.[4] The framework assumes fundamental equality of the different domains of our work: Education, Research, OAA (Organisation, Administration & Advice) and Patient Care.[5] Attention is also shifted from what we do *(means)* to what motivates us *(ends)*. This allows us to create more space for rewarding all relevant activities and outcomes of teams and individuals, for better quality assessment and for a better balance in roles and profiles in teams.
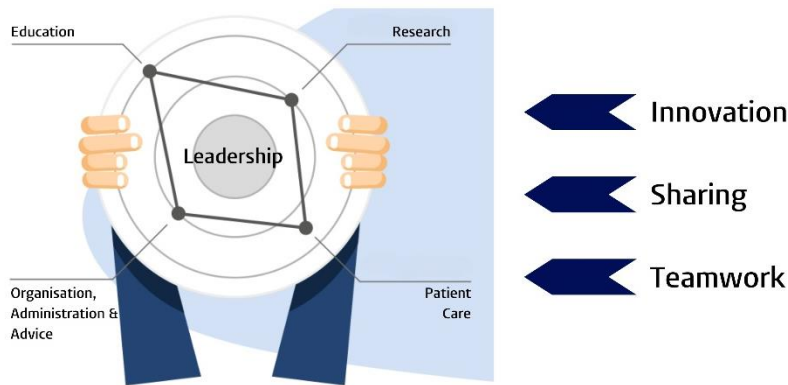
The four domains: Education, Research, OAA (Organisation, Administration & Advice) and Patient Care

The *Academia in Motion* framework distinguishes **four domains** in which we perform our work and make a high-quality contribution to scholarship and society:

1. **Education**
2. **Research**
3. **OAA** (Organisation, Administration & Advice)
4. **Patient Care** (LUMC)

We regard these domains as being equally valuable and also aim to achieve this: finding the right balance between the domains, which can relate not only to the division of tasks within a unit/section

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[3] https://www.medewerkers.universiteitleiden.nl/nieuws/2022/11/academia-in-motion-de-universiteit-komt-in-beweging-voor-een-betere-wetenschap

[4] This framework is based on the *Cultivating Pathways of Intellectual Leadership* (CPIL) model (Cilano et al. 2020) and the TRIPLE model developed at Utrecht University, and is in line with the Strategy Evaluation Protocol (SEP) and national frameworks and developments in the area of Recognition & Rewards.

[5] Derived from the Professional Performance domain in the TRIPLE model (UU), but with more emphasis on service instead of performance. It should also be noted that in the AiM framework we distinguish Patient Care as a separate domain, instead of including this task in Professional Performance.

but also within an interdisciplinary research programme, for example (not everyone needs to be able to do everything). The domains are closely connected: for example, research forms the basis for good education and patient care, and education provides training of critical thinkers.

The activities and roles included in OAA (Organisation, Administration & Advice) make it possible to perform the work in the other domains (for example, organising the education or managing a research unit) or provide important services for achieving the university's objectives (for example, advisory or committee work, contributions to legal practice). In line with the university's Strategic Plan, societal relevance (sometimes referred to generally as 'impact') is regarded as an intrinsic and self-evident part of the four domains, rather than a separate task.[6] Societal relevance is an aspect of the goals of our work, which are described below.

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[6] Academia in Motion: Recognition & Rewards at Leiden University; page 2.

The three goals: innovation, sharing, teamwork

In addition to the four domains, the Academia in Motion framework also describes three goals for our work at a university. An important aspect of Recognition & Rewards is, after all, that the emphasis should lie not only on the means but especially on the ends (intention) of our work: that we work together to create and share high-quality knowledge. Our university recognises the importance of being an active, engaged (knowledge) community, operating on the basis of curiosity, independence and multiple perspectives. Our core values are: connecting, innovative, responsible and free. These are the real essence of Leiden University[7] and they are also clearly reflected in our goals: Innovation of knowledge, Sharing of knowledge and Teamwork on a connecting (knowledge) community.

1. **Innovation** – We move boundaries to achieve new knowledge, applications and methods. We thus increase the quality of knowledge and our societal relevance, on the basis of our core values 'innovative' and 'free'. This encompasses not only educational innovations and innovative research, but also modern approaches to management and support, for example.
2. **Sharing** – Our aim is to share knowledge: with colleagues and students, knowledge institutions and societal partners, based on our core values 'connecting' and 'responsible'. We share knowledge at all stages of our work (in addition to sharing articles, for example, we also make data FAIR); as transparently as possible (including open peer review and openness in work processes); and in different ways (not only through university lectures and academic articles, but also newspaper articles and public lectures, for example).
3. **Teamwork** – Teamwork is essential. On the basis of our core values 'connecting' and 'responsible', we are aware of being part of a greater whole ('from me to we') and situated within society. We aim to work with other disciplines and societal partners and move towards a healthy and inclusive knowledge community, in which everyone makes an active contribution and is heard.

Leadership at the centre

Personal and collaborative leadership is located at the centre of the framework and is not a separate task. There is good reason for this: we see leadership as a core competence in all the domains and for all staff members. Leadership thus involves more than simply managing, organising or performing administrative tasks; these are specific tasks that fall within the OAA domain (Organisation, Administration & Advice).

Leadership is an essential quality for everyone and serves in making connections between people and activities, developing self-reflection, understanding one another, giving and receiving constructive feedback and supporting one another. It is crucial for the development of talent, ideas and learning ability, and for a safe and creative work environment – and hence for achieving high quality. At Leiden University we focus on four personal and collaborative leadership competences (making connection, working together, taking responsibility and moving boundaries). In this way, we emphasise the importance of leadership as a competence for all staff members.

1. Connection;
2. Working together;
3. Taking responsibility;
4. Moving boundaries.

In this way, we emphasise the importance of leadership as a competence for all staff members.

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[7] Innovating and Connecting, Leiden University Strategic Plan 2022-2027.

Guiding principles

It is important that the process of translating this Academia in Motion framework into a new form of quality assessment or substantiated CV, for example, should be done in consultation with the people it concerns, allowing space for different approaches. This will take place in the subsequent steps. At this stage, we will simply formulate a number of guiding principles. In defining these principles, we are making important choices and creating the initial outlines for further development of the various aspects.

1. **The Academia in Motion framework is an important building block for further development of broader quality assessment for all staff members.** The domains are the means by which we achieve the goals of our work. The domains are described as tasks on which we spend time, and we will closely monitor the balance (we do not expect individuals to do everything, but rather are looking for balance at the team level). The goals form the starting point for further development of quality criteria within these domains, and they will in any case be covered in the annual interview between managers and staff members. We also make a distinction between OAA (Organisation, Administration & Advice) as a *domain/task* and leadership as a competence that transcends the separate *domains*.

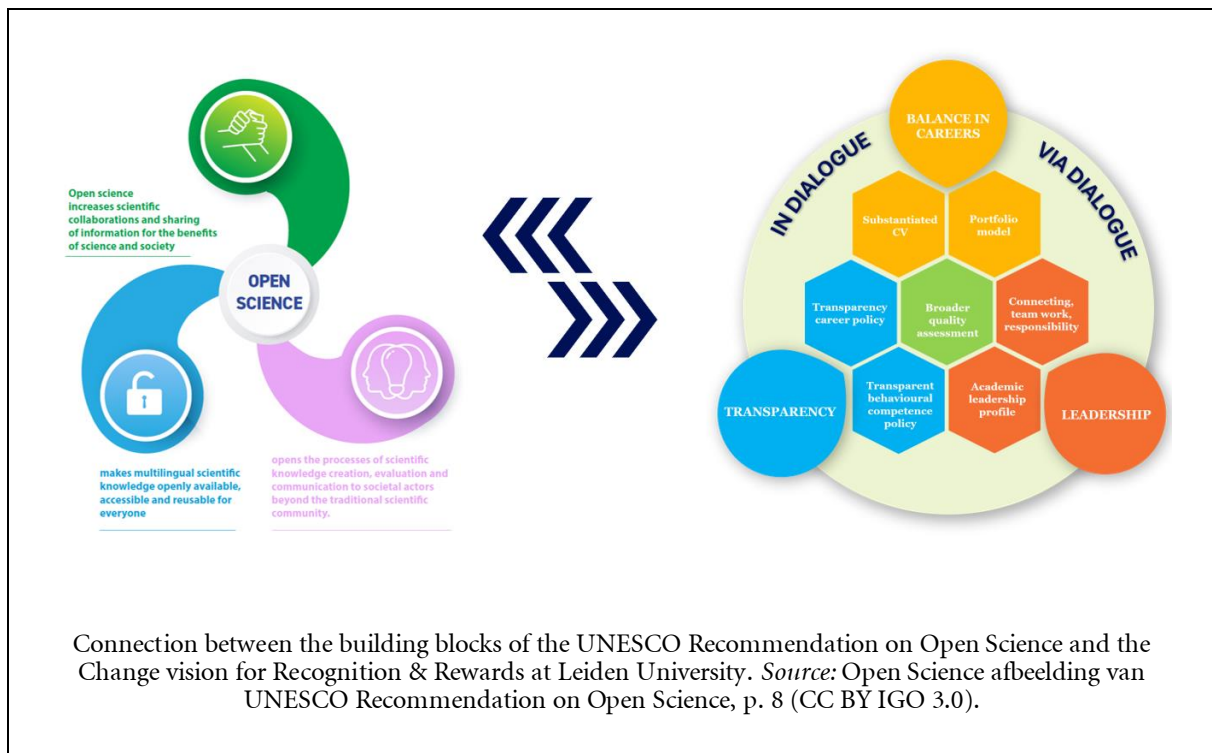### From model to a new form of quality assessment

The Academia in Motion framework assumes fundamental equality of the different domains and goals. The framework is inclusive and allows space for the qualities of the whole team and for all the roles and tasks that are needed to achieve the collective goals. Qualitative pluriformity makes the university strong and flexible; it ensures that we keep moving. This framework also represents a first step towards a new form of quality assessment. This is mainly the outcome of shifting the focus from **means** — the domains Education, Research, OAA (Organisation, Administration & Advice) and Patient Care — to ends (innovation, sharing, teamwork).

By linking the contributions of individuals to a greater whole, we create space for recognising and rewarding different activities and for a more comprehensive definition of quality. The most important factor then becomes how teams and individuals contribute responsibly to the university's objectives (for example, the extent to which research contributes to connecting knowledge or moving boundaries), instead of the domain in which that contribution is made or the quantity of output it realises (number of journal articles).

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2. **We are transparent in how our knowledge has been obtained, how knowledge is distributed and how our staff members are rewarded.** We encourage and develop all aspects of Open Science and Open Academy. Our basic principle here is the broad definition of Open Science in the international *UNESCO Recommendation on Open Science*.[8] Wherever possible, we make knowledge available during every step of the research cycle, ensuring that data and software are FAIR (*Findable, Accessible, Interoperable, Reusable*) and results and publications are freely accessible. An open academic culture does not simply mean openly creating and distributing knowledge, or collaborating across disciplinary boundaries; it also means transparency in quality assessment, remuneration, appointments, promotions and permanent appointments. Faculties and units should be transparent about career opportunities, conditions for

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[8] UNESCO Recommendation on Open Science

appointment and criteria for assessment and promotion, whether this takes place according to the career (*loopbaan*) principle or the staffing (*formatie*) principle, and from what level.

Connection between the building blocks of the UNESCO Recommendation on Open Science and the Change vision for Recognition & Rewards at Leiden University. *Source:* Open Science afbeelding van UNESCO Recommendation on Open Science, p. 8 (CC BY IGO 3.0).

3. **In line with the needs of the team, we encourage balance in careers and appropriate assessment.** We do not expect staff members to perform equally in all four domains, but rather to be able to add emphases based on the domains, according to the goals and needs of the organisation and the wider knowledge community. Faculties should have a clear description of the different job profiles and how staff members fulfil their portfolio of tasks (for example, a combination between research and management and service tasks). At the institute and team level there will be space for people with different portfolios. Managers will be responsible for ensuring that they actually recognise and reward staff members in terms of the agreed domains. In other words, when staff members have an emphasis on education in their portfolio, more emphasis will also be placed on education in the assessment. Depending on the position, however, we expect that some domains will be combined. For example, in the positions of lecturer (UD; assistant professor), senior lecturer (UHD; associate professor) and professor (hoogleraar; full professor), education and research are inextricably linked, which means that people holding these positions are always expected to be active in both domains.

4. **At Leiden University, societal relevance is an integral part of the work in all four domains.** In line with the university's Strategic Plan, we regard making societally relevant contributions as an intrinsic part of the four domains. In the domain of education, we create societal relevance by training students to become critical thinkers and also by involving societal partners in designing and improving our education. Our research has academic relevance because methods and results are adopted by international scholars, which leads to new knowledge. Our research also contributes to important societal challenges, both by answering fundamental questions arising from these challenges or by developing and testing solutions for the challenges.

5. **Leadership (personal and collaborative) is a core competence in all domains and for all staff members.** Personal and collaborative leadership is essential for teamwork, exchange and quality. We therefore do not regard leadership as a separate domain, but rather as a core competence for achieving high-quality work in all domains. Developing Leiden University's four leadership competences begins early in the career of all staff members.[9] They should be given time for leadership development and should actively invest this time. Demonstrated personal and collaborative leadership qualities (including capacity for self-reflection and for giving and receiving feedback) are also important conditions for promotion or appointment to positions where managing and coaching staff members is a significant component of the job description, such as senior lecturer (UHD; associate professor), professor (hoogleraar; full professor), director of education or team leader, in accordance with Leiden University's 2021 leadership model.[10]

6. **In all domains, we value quality over quantity, on the basis of indicators linked to the three goals in the *Academia in Motion* framework.** The recognition and rewarding of activities in all domains will be based on quality instead of quantity. Teams and individuals will be assessed on the basis of a portfolio model, which is still to be developed; this model will have broad quality criteria aligned with the goals in the *Academia in Motion* framework and with Open Science principles. We will stop using the *Journal Impact Factor* and the *h-index* (see also the *Leiden Manifesto for Research Metrics* and our signing of the *Agreement on Reforming Research Assessment*).[11] For the quality assessment of education, we need other criteria than simply student evaluations. Over the next two years (2023-2024) we will work on formulating new quality criteria in all domains. We will develop these quality criteria on the basis of scientific insights, using our own expertise (for example, the knowledge available at the Centre for Science & Technology Studies (CWTS), Leiden Learning & Innovation Centre (LLInC) and HRM) and also involving the people to whom these criteria relate (for example, teaching staff in the case of quality criteria for education).

7. Although the first steps in the national Recognition & Rewards programme and the Leiden University *Academia in Motion* programme are focused on academic staff, **the Leiden model is structured in such a way that in the future we can potentially make it workable for all university staff**. It offers space for transparently adding emphases, in consultation and cooperation.

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[9] Leadership competency cards
[10] https://www.universiteitleiden.nl/dossiers/leiderschap/competenties
[11] Leiden Manifesto for Research Metrics; CoARA (2022). Agreement on Reforming Research Assessment