

# R&R Navigator

## Mapping Connections for Change

### Who can primarily benefit from this tool?

People working on the operational side of implementing Recognition & Rewards (R&R) principles in a School or service of a university. These can be HR Business Partners, Policy Advisors, or Academic Lead of the project. Also, for anyone who wants to know which topics on a university, national, and international levels are connected to R&R.

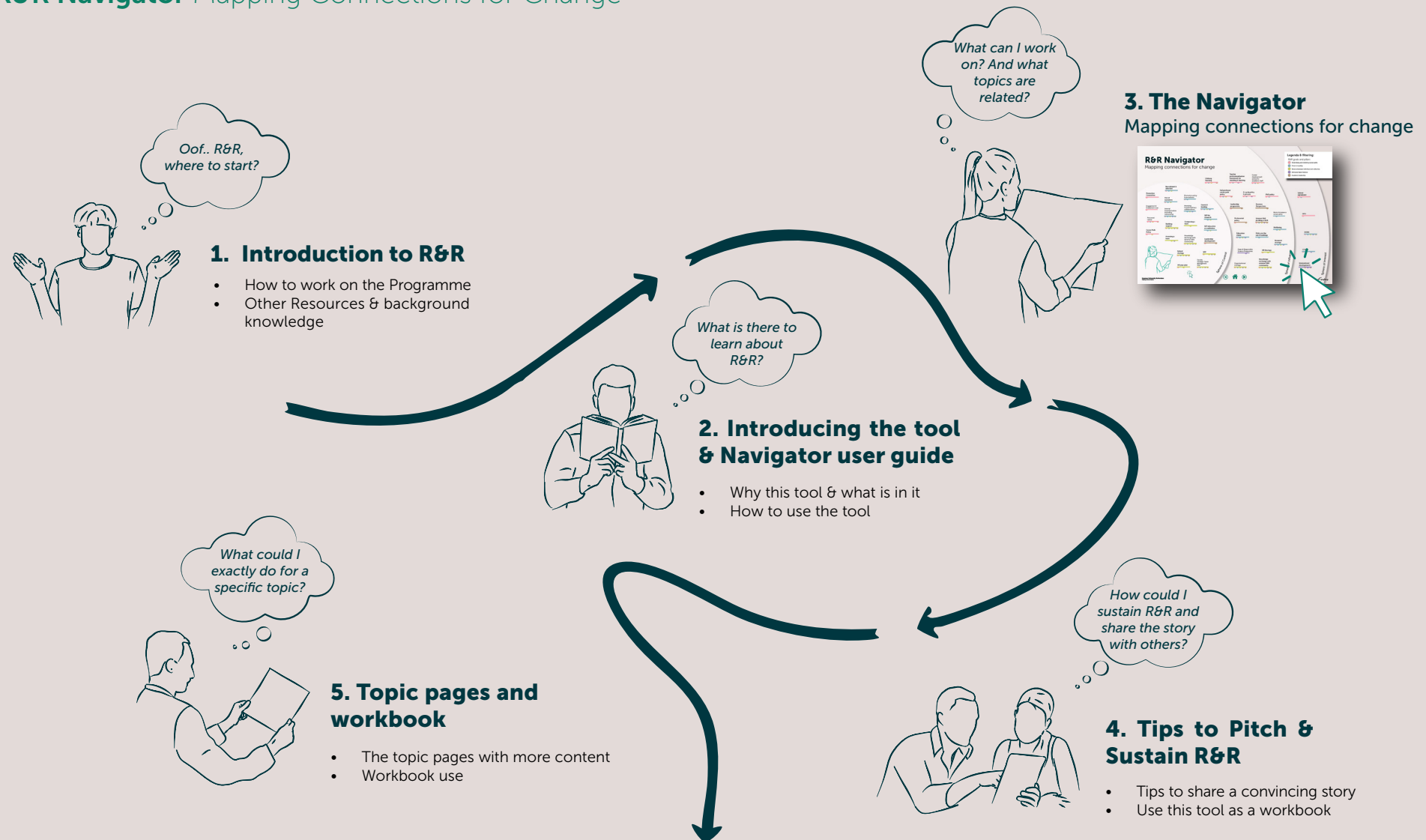
### In which context is this tool useful?

This tool presents an overview of topics that are connected to the five R&R pillars on three levels: sphere of control, sphere of influence, and sphere of interest. It helps the person involved in R&R implementation to determine which policies, procedures, and developments are relevant for R&R. The tool also shows how these topics are connected to each other, and provides tips for pitching and sustaining R&R. For topics within the sphere of control, the tool offers explanation on what they are and their importance, what to do about them and with whose involvement, and gives space for notes to track progress. Hence, this tool is useful both for those who just received the R&R assignment and those who are handing it over.

Tip: This is an interactive document. Open it in Adobe Acrobat.

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## R&R Navigator Mapping Connections for Change



# 1. Introduction to R&R

You've received an assignment to implement or continue with Recognition & Rewards (R&R) in your School or service. You might wonder where to start?

This tool helps you to identify and explain key R&R themes and topics. It shows you how topics are interconnected and linked to the R&R themes. It also gives tips on who to involve and this document allows you to note down your progress, ideal for handover if needed.

## What is R&R?

### R&R national programme

R&R is a national programme in the Netherlands since 2019 which:

- Aims to update how academic work is recognised, appreciated and rewarded
- Focuses on creating more room for diverse talents in academia
- Expands the focus of recognition beyond only research-related achievements

### R&R goals and pillars

The R&R culture change has been happening along several lines:

- Diversifying career paths
- Encouraging balance between individual and collective contributions
- Focusing on quality
- Stimulating open science and good academic leadership

### EUR R&R Framework

Through the R&R Framework, EUR defined three main themes for R&R implementation:

- Positive societal impact
- Career paths and team science
- Academic leadership

### R&R prerequisites

These are the prerequisites for successful R&R implementation:

- Diversity & inclusion
- Transparency
- Erasmian values

**Tip:** You do not have to work on all topics at once - start where you have the most influence or with the priority of your School.

**Tip:** You do not have to do all the work by yourself. The topic pages share whom you could potentially involve!



## 2a. Introduction

### Why this tool?

The R&R Navigator helps you map out what matters for your Recognition & Rewards implementation. Topics are grouped by level of immediate importance to and effect on R&R implementation and the degree of involvement you can have with them as the R&R assignment holder.

### What the Navigator Shows

- An overview of topics relevant to R&R implementation
- Topics include processes, policies, and developments common at EUR Schools or services and wider academia
- The tool is created from the perspective of an R&R assignment holder

### Good to know

- The Navigator is a comprehensive overview — **you do not need to work on all topics**
- Use it to identify which areas are most relevant to your situation
- Think of it as a menu of options, not a checklist

## 2b. How to use the tool

### How to use the Navigator & topic pages

The Navigator page has several parts. Most importantly it shows *topics* related to R&R on the pages. These topics are mapped into *three spheres*. The page has interactive elements, you can use the legenda to filter between views.

### The spheres

#### Sphere of Control

- Topics you can directly act on (e.g. HR processes in your School or service)
- These have the strongest and most immediate impact
- Fully within your local environment
- For this sphere there is more detailed information per topic on the *topic pages*. Click on the topics and learn more about them

#### Sphere of Influence

- EUR-level topics where you can influence outcomes through collaboration
- You may not own these topics, but your input matters

#### Sphere of Interest

- National and international developments in R&R
- Important to stay informed but not within your direct reach

### The topics

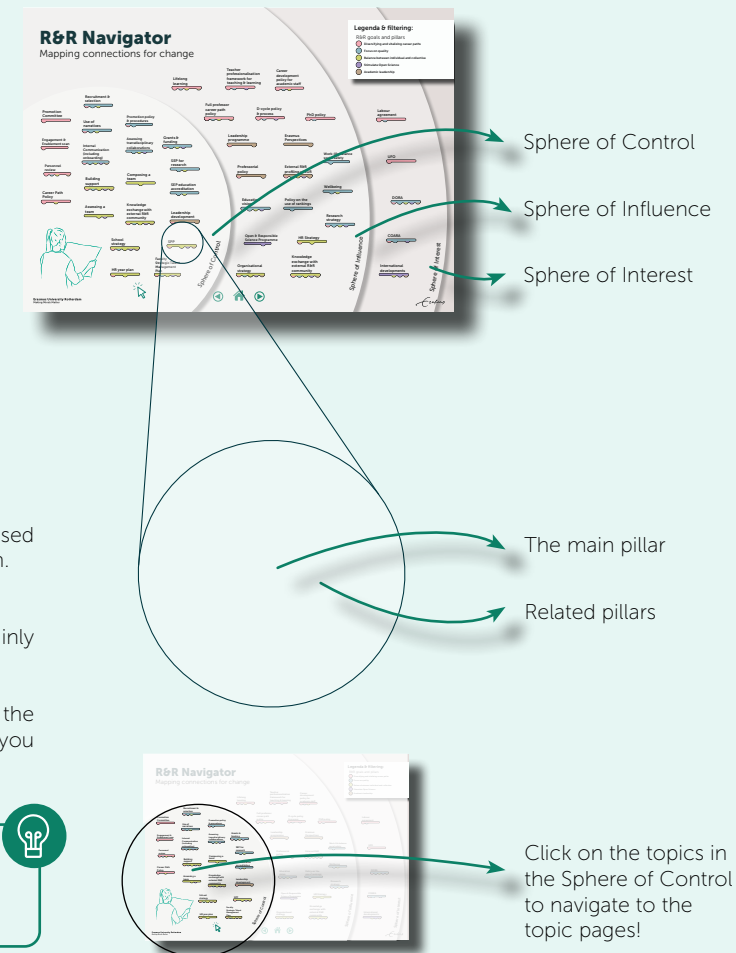
The navigator shows 45 topics. Each topic is grouped into three spheres based on: your level of influence and how directly they affect R&R implementation.

### How to read the topics

The colours link to the R&R pillars; The line shows to what pillar this topic mainly is related, the highlighted bubbles below show other related pillars.

The topics in the Sphere of Control are clickable. Click on the topics to go to the topic pages to find more detailed information about this topic. On page 6 you can see in greater detail how the topic pages can be of benefit.

**Tip:** the bubbles of the related pillars are showcased in the same order, making it easier to recognise which topics are related.





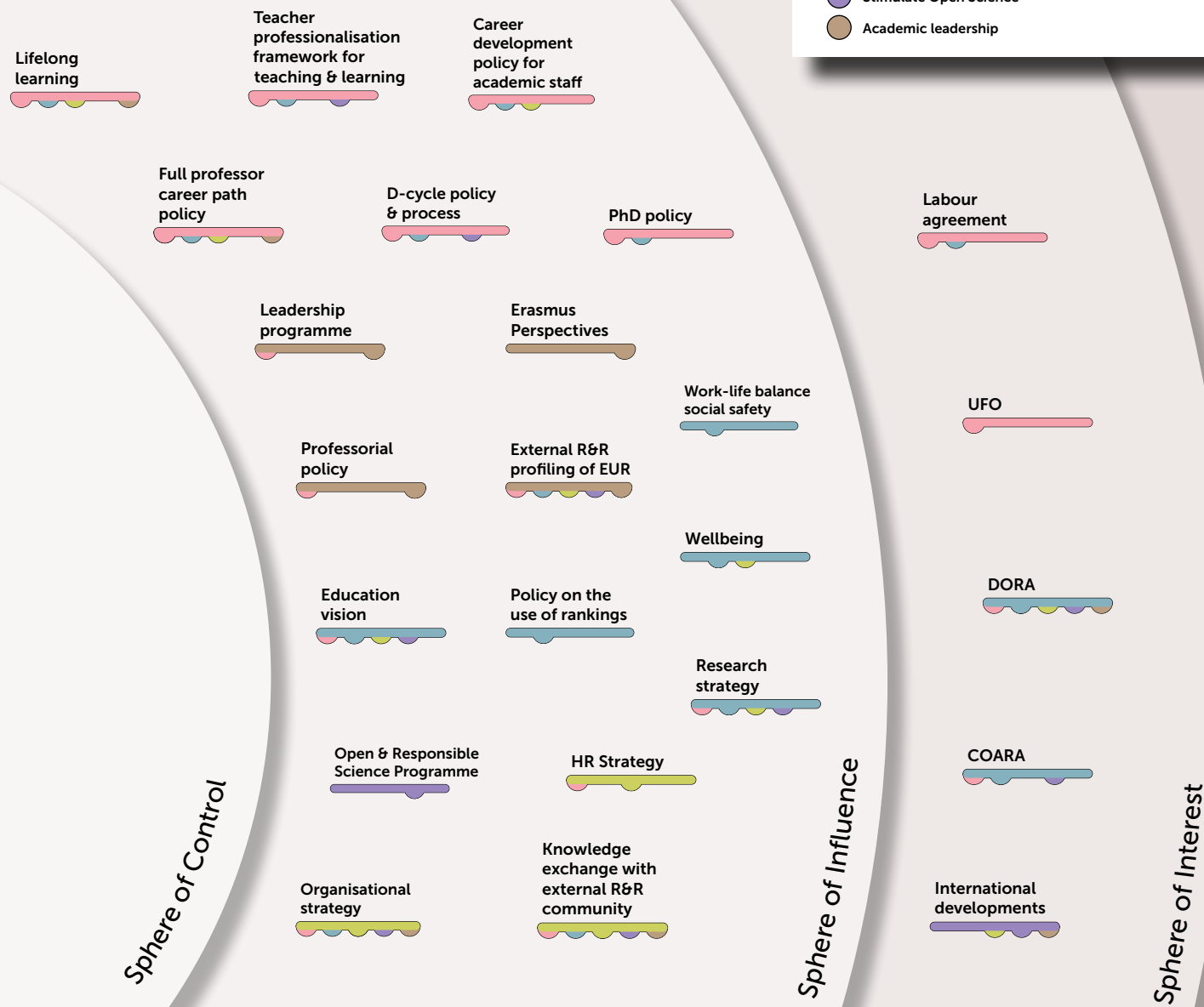
# R&R Navigator

Mapping connections for change

## Legenda & filtering:

R&R goals and pillars

-  Diversifying and vitalising career paths
-  Focus on quality
-  Balance between individual and collective
-  Stimulate Open Science
-  Academic leadership

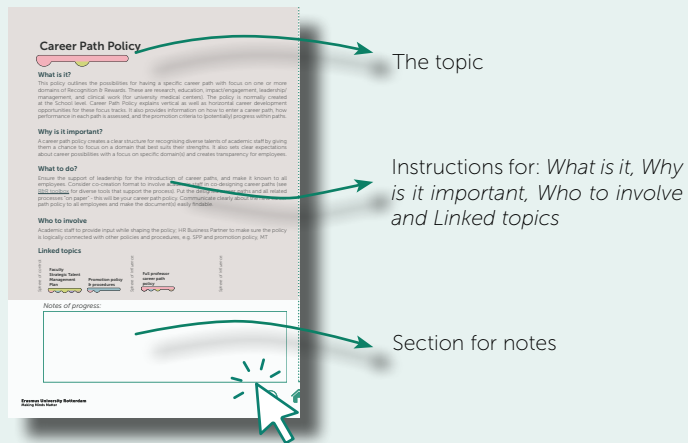


## 4. Topic pages

### How to use the topic pages and track your progress

Dive into the topics within your Sphere of Control. Each page shows two topics.

Read about what it is, why it is important, who you could potentially involve and what topics are related or linked to it. Also there is room to take notes on progress made so far and potential opportunities to keep in mind. The notes section also supports smoother handover of R&R implementation by keeping track of steps already taken per topic.



## 5. Tips to pitch & sustain R&R

### How to share a convincing story

Do you need to answer (critical) questions from the executive management of your School or service about the importance and need of R&R? You can start by saying that:

- R&R reflects a wider change in worldwide academia
- R&R is a timely shift: from only recognising and valuing research-related successes, to appreciating a fuller variety of skills and contributions in modern academia
- It makes the University an attractive, future-proof employer: important to offer career and development opportunities for a broader set of talents
- Helps best utilise existing talent and plan smartly for personnel needs in the future
- Supports financial and organisational resilience
- Promotes quality and excellence of academic talents through leadership development

### How to sustain R&R?

How to ensure R&R changes stay in place? To make R&R stick:

- Formalise changes - "put things on paper" (policies, procedures, processes)
- Ensure clear, consistent, and timely communication and transparency towards all stakeholders
- Build awareness about R&R, dismantle misunderstandings, address concerns
- Involve staff who will be affected by the R&R changes through collaboration such as co-design
- Secure public support and advocacy of your School's or service's leadership

**Remember!** The notes section on topic pages help you document your progress. Share what you have been working on and save the file, so that in case of a handover the new R&R-responsible knows what steps were taken before.

### Sources

Take a look at the resources presented in [chapter 1 Introduction to R&R](#) to back up your R&R story.

# Topics within your Sphere of Control

*What, why, how and who?*



## Career Path Policy

### What is it?

This policy outlines the possibilities for having a specific career path with focus on one or more domains of Recognition & Rewards. These are research, education, impact and engagement, leadership and management, and clinical work (for university medical centers). The policy is normally created at the School level. Career Path Policy explains vertical as well as horizontal career development opportunities for these focus tracks. It also provides information on how to enter a career path, how performance in each path is assessed, and the promotion criteria to (potentially) progress within paths.

### Why is it important?

A career path policy creates a clear structure for recognising diverse talents of academic staff by giving them a chance to focus on a domain that best suits their strengths. It also sets clear expectations about career possibilities with a focus on specific domain(s) and creates transparency for employees.

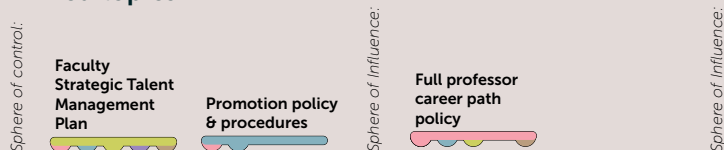
### What to do?

Ensure the support of leadership for the introduction of career paths, and make it known to all employees. Consider co-creation format to involve academic staff in co-designing career paths (see [R&R toolbox](#) for diverse tools that support the process). Put the designed career paths and all related processes "on paper" - this will be your career path policy. Communicate clearly about the new career path policy to all employees and make the document(s) easily findable.

### Who to involve

Academic staff to provide input while shaping the policy; HR Business Partner to make sure the policy is logically connected with other policies and procedures, e.g. SPP and promotion policy, MT

### Linked topics



Notes of progress:

## Engagement & Enablement scan

### What is it?

A yearly employee survey at EUR that measures employee satisfaction on different aspects, for example work stress, social safety, and leadership.

### Why is it important?

This survey gives an opportunity to ask both academic and professional services staff if and how much they feel recognised, appreciated, and rewarded for their work. The survey results can give a good indication of which topics connected to R&R need attention and where improvements can be made.

### What to do?

Ensure that questions about being recognised and rewarded are included in the E&E scan. Analyse School or service-specific results when survey is concluded. Discuss possible reasons for these results and potential improvements that can be made to policies, processes, and procedures to improve the results next year.

### Who to involve

Central HR for survey results; HR Business Partner at School level to identify specific improvements

### Linked topics



Notes of progress:



## Personnel review



### What is it?

Personnel Review is a process carried out by HR to determine current contributions of all employees to the School, and to map out their potential. It is an important preparatory step for Strategic Personnel Planning.

### Why is it important?

Personnel Review helps create a first overview of the diversity of talents and contributions of staff. That way it can become clearer where the strengths of employees lie and what gaps might need to be filled.

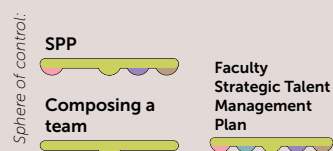
### What to do?

Create an overview in Excel with all academic and professional services staff and note down their activities. If you are using a 4- or 9-grid model to map performance and potential, consider the different domains of academic work. Analyse the data to determine what gaps or excesses there might be in personnel skills and contributions.

### Who to involve

HR employees of the School

### Linked topics



*Notes of progress:*

## Promotion Committee



### What is it?

A committee composed of academic and non-academic staff members of the School (and sometimes with an external member) that evaluates promotion applications and makes promotion decisions.

### Why is it important?

Promotion Committees need to be trained to assess applicants differently than has been traditionally done. For example, how to assess promotion applications based on narratives. It is also important to create a mindset shift for the committee members to not put higher values on traditional "success" indicators connected to research output but consider contributions in other domains equally worthy.

### What to do?

Train Promotion Committee on how to read and assess narratives and how to apply an inclusive look at performance and talent. Evaluate the composition of the Committee on its diversity to ensure that "less traditional" academic achievements are considered equally.

### Who to involve

D&I officer, Promotion Committee members, HR

### Linked topics



*Notes of progress:*

## Promotion policy & procedures

### What is it?

This policy determines how and when (vertical) academic promotions happen, and which criteria an academic has to fulfil to be considered for a promotion.

### Why is it important?

Promotion policy needs to include criteria that accommodate diverse career paths, beyond the focus on research output indicators. Each career path needs its own set of criteria that take into account corresponding activities and quality indicators.

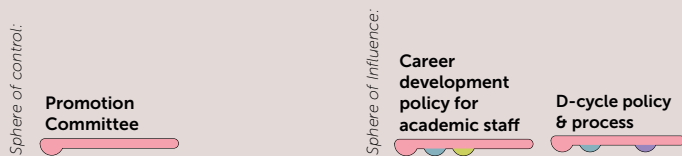
### What to do?

Review the existing promotion policy against the requirements of diverse career paths. Consider if the narrative is used for promotion. Adjust criteria where needed. Make the promotion criteria and process documents accessible to all academic staff.

### Who to involve

HR, Management Team (MT), Promotion Committee, D&I Officer

### Linked topics



Notes of progress:

## Recruitment & selection

### What is it?

It refers to hiring processes for academic staff and filling open positions. This process includes the ideal candidate profile and vacancy description, interviewing and assessment, and decision and offer.

### Why is it important?

R&R-proof recruitment and selection takes into account the need for diverse talents and competences and considers how the candidate fits within Strategic Personnel Planning. In such process the hiring side is mindful of looking at candidates through a wider lens, not just at their research output. The use of narratives to assess candidates also supports R&R principles in recruitment and selection.

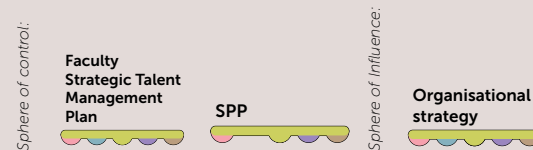
### What to do?

Incorporate a narrative into the application process. Be mindful when assessing candidates to look at their achievements based on the personnel needs for a particular unit they might be joining. Aim to have a holistic view of candidate's achievements beyond just research output. Create vacancy texts that reflect the search for a specific profile or career path.

### Who to involve

HR, hiring managers

### Linked topics



Notes of progress:

## Internal Communication (including onboarding)



### What is it?

All communication opportunities that can bring Recognition & Rewards message to staff through various channels. These can be news items and blogs on the university intranet and individual pages of Schools, newsletters, videos, printed communication, events, etc.

### Why is it important?

Without communicating about R&R, the change it brings, and why it is important, it will be almost impossible to create awareness and put this topic on employees' minds in a meaningful way. A multichannel approach, with a consistent underlying message and diverse, real-life examples, will help create knowledge about R&R principles and generate support.

### What to do?

Collaborate with communications colleagues in your School or service to create communication items. Discuss how recognising and appreciation of academic work fits into the communications strategy of the School. Inspire communications to make a (positive) contribution to how the School communicates about performance and achievements. For example, you can draw attention to academic or professional staff colleagues whose career and activities reflect the principles of R&R and expand beyond the traditional standards. Other topics might include R&R-proof developments at EUR, nationally, and internationally. Collaborate with the central Marketing & Communications team to share information on EUR-wide channels.

### Who to involve

Communications and marketing staff at your School and at university level; central Marketing & Communications team; academic and professional services staff willing to contribute via interviews, blogs, at events

### Linked topics



Notes of progress:

## Leadership development



### What is it?

Continuous support for staff in both experienced and starting leadership positions to grow their leadership skills and be good leaders. This can take the shape of special leadership programmes and trainings.

### Why is it important?

Being in a leadership position does not automatically mean that a person is a good leader. Most individuals need training and guidance to grow or further develop their leadership skills and competences. This is particularly important in the university environment where hierarchical relationships between academics can be negatively impacted by poor leadership abilities. Good leadership is also important to endorse, promote, and sustain the change that Recognition & Rewards represents.

### What to do?

Offer mandatory trainings to academic staff assuming formal senior leadership positions. Offer accessible trainings to all supervisors regardless of their seniority with special attention for Development cycle conversations and support for employees aiming for focus profiles. Collaborate with central leadership team (if possible) to develop trainings tailored to your School or service.

### Who to involve

MT, HR, staff in formal and informal leadership positions, dedicated staff working on leadership development (if available)

### Linked topics



Notes of progress:

## Assessing transdisciplinary collaborations



### What is it?

Many academics work beyond the borders of their primary discipline and collaborate with peers at their university, and also nationally and internationally. Traditional research assessment has often undervalued such collaborations or was unable to assess them in appropriate ways that would bring recognition and appreciation.

### Why is it important?

Reforming research assessment, including that of transdisciplinary collaborations, is imperative to recognising and valuing all scientific contributions equally, which is the essence of R&R.

### What to do?

Connect with Research Services to be informed about latest developments in reforming research assessment. Encourage grant officers at your School to have a wider view of what is valuable research. Include transdisciplinary collaborations into the content of diversified career paths and promotion criteria.

### Who to involve

Research Services, grant officers in your School, academic staff

### Linked topics



Notes of progress:

## Use of narratives



### What is it?

Narrative is a format of writing that allows to reflect on a topic in a more holistic way, and to tell a cohesive story rather than just present a list of points. Narrative also allows to elaborate on more qualitative aspects of one's work, share vision, and explain continuity and complexities of a professional journey that cannot always be reflected in quantitative data. Narratives can be used in the Development cycle to reflect on the past and upcoming year, for promotions in the form of a narrative CV, for selecting a career path, and for grant applications.

### Why is it important?

Narratives allow to showcase academic work in a more qualitative way. Moving towards more qualitative approach for assessment and evaluation is one of the goals of Recognition & Rewards. Using narratives is an important step in modernising how academic staff is recognised and appreciated, as it creates a better opportunity to show who you are and where your strengths lie in a more holistic way.

### What to do?

Update promotion procedures to include the use of narratives. When writing career path policy, include the use of a narrative for choosing a career path. Collaborate with ERS and grant officer at your School to ensure narratives are used for grant applications. Train all staff on how to write a narrative, and supervisors and Promotion Committee of how to read and assess narratives.

### Who to involve

Central HR; HR at School level; ERS; grant officers; Promotion Committee

### Linked topics



Notes of progress:

## Grants & funding



### What is it?

Changes in research assessment across the world have brought changes in how grant applications are assessed and funding is distributed. Oftentimes narratives are used in applications for grants and funding.

### Why is it important?

A more holistic view of academic's work expressed through a narrative gives an opportunity for grants or funding to those who might not have been traditionally considered. This makes academia more diverse and inclusive, which is the principle behind R&R.

### What to do?

Collaborate with grant officers in your School to ensure they are trained in the use of narratives. Encourage MT to endorse the culture of recognition of all team members who contribute to grant applications.

### Who to involve

Grant officers, MT

### Linked topics



Notes of progress:

## SPP



### What is it?

SPP stands for Strategic Personnel Planning. It is an overview of all staff in a School or service which includes their positions, activities, contributions, and details about their employment such as upcoming retirement date, maternity leave, end of contract etc. This overview shows the current situation and the projected situation and personnel needs for next years.

### Why is it important?

SPP allows to see what the personnel needs in the coming years will be, which skills or competence gaps will need to be filled, and what positions will need to be created or reduced. This gives a clearer vision of which talents are required, which supports introduction of diversified career paths. SPP also ensures that there is an optimal combination of skills and talents for effective teamwork and carrying out the School strategy.

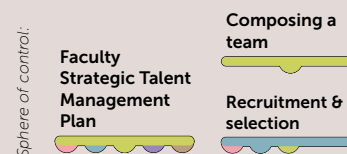
### What to do?

Work with an HR Business Partner to create SPP and identify concrete follow-ups that reflect R&R principles. For example, such follow-up can be including a relevant focus profile requirement into new vacancies. This task lies within the domain of HR.

### Who to involve

HR Business Partner; Director of Operations, heads of departments

### Linked topics



Notes of progress:

## Composing a team

### What is it?

This refers to creating the optimal combination of skills, talents, and competences in an (academic) team to ensure that employees contribute based on their strongest abilities and passions to achieve team goals.

### Why is it important?

For a long time, it has been the case that everyone in every team must excel in multiple key areas at the same time, and the focus of evaluation has been on individual rather than team performance. Teams offer more room for specialisation given certain needs and requirements, which avoids the need for everyone to be a jack off all trades. Mixing people with different career paths and talents allows to compose teams that have all the necessary qualities to complete the required tasks at high levels of performance.

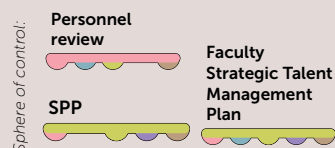
### What to do?

Use SPP to determine which talents or skills might still be missing for effective functioning of (academic) teams. Together with department heads, create overviews of possible team compositions. Create guidelines for composing diverse teams and how individual contribution to collective goals can be assessed. Encourage open conversations within teams about exploring the use of talents and task distribution in a team. ["Unlock your team potential"](#) workshop can facilitate this.

### Who to involve

HR Business partner, Director of Operations, Department heads

### Linked topics



Notes of progress:

## Assessing a team

### What is it?

Guidelines for assessment of individual contributions to team goals and activities.

### Why is it important?

A team is composed of employees with different positions, tasks, seniority levels, FTEs. Because of this, individual contributions may vary in terms of hours, content, visibility, etc. In academic teams, team tasks are also connected to School's research strategy and education vision. Recognition & Rewards brings a shift in thinking and underscores that all of these contributions are equally valuable and support the effective functioning of a team. To ensure that each team member is recognised and appreciated for their input, there should be clear and inclusive assessment guidelines that evaluate each team member's contribution to the team goals, in a fair and thorough way.

### What to do?

Work with department heads and team leads to create comprehensive guidelines for assessing teams.

### Who to involve

Team leads, department heads, HR Business Partner

### Linked topics



Notes of progress:



## SEP for research

### What is it?

Strategy Evaluation Protocol for research is a framework developed for evaluating research quality, societal relevance, and viability in the Netherlands, supporting continuous improvement of research institutions ([EUR source](#)). SEP for research looks at research performance, societal impact, and international collaboration.

### Why is it important?

Moving from a traditional to a more inclusive, broader research assessment means including elements into SEP that go beyond standard research output indicators. It is also helpful to use narratives as part of the evaluation process to allow teams to present a holistic view of their research results.

### What to do?

Collaborate with Research Services to ensure that SEP for research in your School takes into account broader view of research evaluation.

### Who to involve

Research support staff members, research information managers, research directors, Research Services

### Linked topics



Notes of progress:

## Ensuring quality of education

### What is it?

Education is one of the main pillars and core activities of the University, together with research and engagement. Quality education goes beyond knowledge transfer and contributes to creating positive societal impact. EUR aims to offer innovative, accessible, and inspiring research- and impact-driven education as part of its Strategy 2030 (EUR source, 2025-08-eur-strategie-2030-en-intern).

### Why is it important?

There would be no University without education and teaching activities. However, traditional academic culture still often undervalues contributions to ensuring educational quality. To make sure the University appreciates broader range of talents, it is important to recognise and value activities of academics who develop, maintain, and monitor quality of education programmes at all study levels, including Lifelong Learning and private education.

### What to do?

Work with MT, policy advisors and HR colleagues to ensure that academic activities aimed at ensuring quality of education are included in career path performance criteria and promotion criteria.

### Who to involve

MT, HR, policy advisors

### Linked topics



Notes of progress:

## Building support



### What is it?

In the context of R&R, this means creating a "coalition of the willing" and finding allies that will support you in the R&R implementation process. It also includes creating positive attitude towards R&R among staff of your School or service.

### Why is it important?

Implementing R&R also includes changing or creating different policies and processes. Many of them are "owned" by specific units or colleagues within your School or service, or at a central level. R&R implementation requires collaboration and good understanding with these colleagues, to ensure they support and implement these changes. Support by the leadership of your School or service is another essential element. R&R represents a long-term culture change, so endorsement by the leadership gives a clear sign to employees about commitment to R&R goals and putting it high on the agenda for the upcoming time. Support by staff is also important because they will be the ones "living" the changes brought by R&R, for example being in career paths.

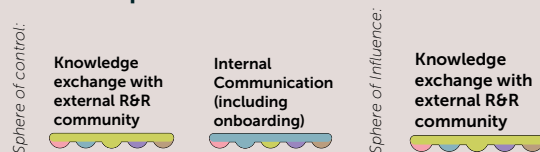
### What to do?

Organise several information sessions to educate staff about R&R and answer questions. Organise update meetings. Encourage continuous positive communication from the leadership about R&R towards staff. Encourage internal communications colleagues to communicate about R&R-related topics. Use [co-creation approach](#) and involve academic staff in creating R&R policies and procedures. Encourage academic staff to proactively contribute ideas or suggestions for R&R-related changes. Have recurring meetings with the leadership of your School or service to keep updated on R&R developments and make necessary decisions. Communicate with colleagues working on R&R implementation in other Schools or services and other universities to exchange best practices and create a support network.

### Who to involve

MT, academic staff, communication employees, colleagues at University working on R&R

### Linked topics



Notes of progress:

## Knowledge exchange with internal R&R community



### What is it?

Communicating with colleagues who are working on R&R implementation to exchange best practices, discuss challenges, and build a support network.

### Why is it important?

Implementing R&R has different context in each School or service, but still there are common patterns and learnings that are valuable to share among each other. This way colleagues involved in R&R implementation can support each other by sharing best practices, tips and tricks to overcome challenges, and get inspired by each other's work.

### What to do?

Organise recurrent meetings with colleagues involved in R&R implementation. This can be both academic and professional services staff. Aim for a more informal setting, such as walk-in lunch or drinks, and prepare a few discussion points.

### Who to involve

Colleagues working on R&R-related matters

### Linked topics



Notes of progress:

# School strategy



## What is it?

A vision for all School operations for the future period of time, with priorities, concrete goals, and corresponding distribution of resources. The strategy guides decision-making for research, education, and impact/engagement activities.

## Why is it important?

Strategy informs everything that happens in a School and where resources, including personnel, is allocated to. It is important to ensure that commitment to R&R principles and goals is reflected in the strategy so there are sufficient resources for the implementation.

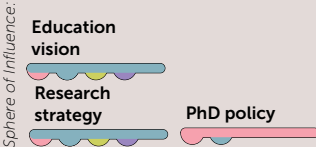
## What to do?

Work with the MT and policy advisors who are writing the strategy. Lobby for a more inclusive, wider recognition and appreciation of academic work and talents to be included in the strategy document(s). See section 4a of this document ("Tips to pitch & sustain R&R") for inspiration.

## Who to involve

MT, policy advisors

## Linked topics



Notes of progress:

# HR year plan



## What is it?

A document that describes the HR goals and objectives for the upcoming academic or calendar year. It can include an overview of current employees, priorities for training and recruitment, learning and development needs, plans for better employee onboarding and wellbeing, etc.

## Why is it important?

HR policies and plans have direct influence on R&R goals: they enable diversified career paths, help putting focused on quality, support effective teamwork and good leadership. Ensuring that R&R principles (e.g. teamwork, qualitative assessment, room for diverse talents) are included in the HR Year plan is a prerequisite for successful R&R implementation.

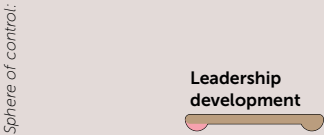
## What to do?

Work with central HR and monitor that R&R is included in the year plan.

## Who to involve

Central HR

## Linked topics



Notes of progress:

# Faculty Strategic Talent Management Plan



## What is it?

An HR policy that explains how to attract the talents that the School needs, and develop and retain existing talents. It is aligned with the School strategy.

## Why is it important?

Creating room for more diverse talents is the essence of R&R, and FSTMP is an important support mechanism to ensure this. Through FSTMP it is possible to ‘put it on paper’ that all academic talents, not only those related to fundamental research, are equally valuable for the School’s present and future.

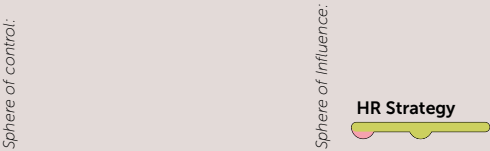
## What to do?

Work with HR Business Partner to include R&R principles into the FSTMP.

## Who to involve

HR Business Partner

## Linked topics



Notes of progress:

# Related tools

Are you looking for other tools? The EUR Recognition and Rewards team developed several tools to support you for implementing R&R. Find the tools in the R&R Toolbox or download the tools from the Erasmus Data Repository by clicking on the tools below.

 **Diversifying and vitalising career paths**

**General R&R tools**

 **Focus on quality**

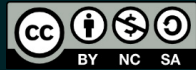
 **Balance between individual and collective**

## Colophon

This tool is developed for staff working on the operational side of implementing Recognition and Rewards (R&R) principles in a School or service of a university. It presents an overview of topics that are connected to the five R&R pillars on three levels: sphere of control, sphere of influence, and sphere of interest. The tool shows how topics are connected to each other and provides tips for working on these topics.

## Contributors

|                                     |                                                                                                 |
|-------------------------------------|-------------------------------------------------------------------------------------------------|
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