

UMC Utrecht qualification portfolio to support six academic career profiles (2023)

Changes 2023: merged all descriptive requirements into one narrative at the start of the qualification portfolio to prevent overlap and increase coherence. Included suggested indicators at the end of document and added a couple examples of research output.

<p>The Clinical Researcher is a practicing healthcare professional with strong and focused research expertise on patient populations in need of clinical innovations. This expertise stimulates collaboration with stakeholders for executing clinical trials and clinical studies. The profile is characterized by a translational focus to address unmet clinical needs. Output is centered around impacting clinical guidelines and innovations with a direct clinical implication.</p>	<p>The Academic Educator initiates, studies and implements teaching innovations and performs independent research on teaching methodologies. The profile is characterized by broad expertise over multiple fields in health professions education and strong communication skills inside and outside academia. Outcomes are (inter)nationally acknowledged insights on improved learning environments and teaching, innovation on learning and education methods and contents.</p>
<p>The Exploratory Researcher contributes specific knowledge or expertise to address fundamental, translational or clinical questions in the field and is mainly curiosity-driven in the context of the UMC Utrecht research strategy. The profile is characterized by a strong track record of innovations or break-through discoveries and by acquiring external funding in both individual and collaborative projects. Output and other publications are aimed at academic and (inter)national audiences as well as the general public.</p>	<p>The Implementation Researcher systematically studies methods that support the application of research findings and other evidence-based knowledge into policy and practice. The intent of this profile is to understand what, why, and how interventions work in 'real world' settings and to test approaches to improve implementation in practice. Collaborations with the aim to understand real world conditions are key. Output is dedicated around outcome assessments of interventions, evidence-based practices, implementation strategies and learning healthcare.</p>
<p>The Methodology & Technology Researcher enables research advancement in the UMC Utrecht and beyond by having the expertise to innovate, operate, train, and troubleshoot our facilities with advanced technology, methodology and equipment. By this specific expertise, the researcher supports collaborations and research success of multiple groups. Output is dedicated around mutual success with collaborators and innovations in methodology and technology.</p>	<p>The Valorisation Researcher initiates and supports medical innovations that have a strong focus on public private partnerships aimed to utilize the results in society at large. Private partnerships and collaborations inspire beyond state-of-the-art research to maintain or become front runner in medical science. Open source access to tooling and data is used to accelerate innovation and IP may be protected to help and stimulate science-based spin off companies.</p>



UMC Utrecht

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Academic career profile

Please indicate your primary career profile:

Academic Educator	<input type="checkbox"/>
Clinical Researcher	<input type="checkbox"/>
Exploratory Researcher	<input type="checkbox"/>
Implementation Researcher	<input type="checkbox"/>
Methodology & Technology Researcher	<input type="checkbox"/>
Valorisation Researcher	<input type="checkbox"/>

- **Can I only choose one profile?**

Yes. In this qualification portfolio you describe activities, outputs and impacts of your academic work and demonstrate how they fit with your primary profile. Of course, you are also invited to include activities, outputs and impacts that fit with other profiles.

- **How will the qualification portfolio be used?**

When used in a promotion procedure, evaluation of the filled-out qualification portfolio will be based on the document 'UMC Utrecht Academic Career Profiles'. The activities and criteria described in your primary profile will predominantly inform the evaluation, but of course other activities and criteria will be taken into account as well.

- **Which period is covered by this qualification portfolio?**

Where in this document you are asked to describe past activities, outputs and impacts, this should cover approximately the last three years for candidate assistant professors, the last five years for candidate associate professors and the last ten years for candidate full professors.

- **Why are there six career profiles?**

*More background information on the career profiles can be found on Connect:
<https://intranet.umcutrecht.nl/connect/onderzoek/Paginas/Talent-Programs.aspx>*

Curriculum Vitae



1. Name

2. Birth date

3. Home Address

4. Contact information

a. Phone

b. Email

5. Language skills

Name language and skill level

6. Formal degrees and training degrees

Name year, title, level and university

7. Doctorate

Name year, title, university and promotores

8. Prior positions

Name years, position and institution/company

9. Current position

Name your current position(s) and how much time you currently dedicate to research.

10. Extension of research career development

Time deducted from active research due to sick leave, parental leave, care leave, career outside academia, and other intermissions from research.

If applicable:

1. Clinical expertise, formal training, certificate

Name the year, title certificate

Your academic profile (narrative with personal vision, results and impact)

Academic Educator

Provide a narrative (~1,000 words) including the next topics:

1. *Your personal vision on education and course development. Brief descriptive summary of teaching, including the subject areas you teach in. Describe your ambitions in teaching. Relate to UMC Utrecht strategy.*
2. *Roles & responsibilities*
Describe how you initiate advancement of teaching & learning at course level and ensure the continuous development in the field of teaching. Describe contributions to educational innovation, organisation or strategic projects. Describe coordination and management of expertise at course or discipline level, and memberships of committees relevant for teaching. Describe consultation by team members as an expert within the discipline.
3. *Leadership & team science*
Describe team and, if applicable, how you are consulted by team members. Reflect on team goals and individual roles and contributions, where personal and team success are balanced. Describe how team members are valued and rewarded.
4. *Supervision & teaching*
Describe your supervision of teaching and research assistants (students) or other contributing staff. Demonstrate how you create an attractive environment for (PhD) students to learn.
5. *Collaborations, stakeholders & public engagement*
Describe how you engage with stakeholders, including (PhD) students, about education and research goals, implementation and/or dissemination of output at a local level.
6. *Academic performance*
Describe your academic performance with examples of educational innovation, training and inspiring students are important outputs as well as leadership to drive social innovations. Outcomes are (inter)nationally acknowledged insights on improved learning environments and teaching, innovation on learning and education methods and contents.
 - *Please be aware of the list of [suggested indicators](#), on the last page, to corroborate your Academic performance. Use the Teaching indicators, category 8.*

Clinical Researcher

Provide a narrative (~1,000 words) including the next topics:

1. Your personal vision on your clinical research, including future plans.

Explain the balance between your clinical research and your clinical responsibilities and explain how clinical practice and research questions interact. Also describe your innovation development plans in healthcare. Please include a brief descriptive summary of clinical specialist expertise. Relate to UMC Utrecht strategy.

2. Roles & responsibilities

Describe your daily responsibilities for clinical studies or 'local' part of larger studies, including, for example, patient communication and pre-registration of studies (clinical studies include for example clinical trials, cohort studies, case studies and biobank studies). Describe how you assist staff, students and/or technicians.

Describe your role in clinical care and healthcare innovations (e.g. participation in clinical fellowships; participation in clinical expertise centers/reference networks; participation in clinical trials with pharmaceutical companies).

3. Leadership & team science

Describe team and, if applicable, how you are consulted by team members. Reflect on team goals and individual roles and contributions, where personal and team success are balanced. Describe how team members are valued and rewarded.

4. Supervision & teaching

Describe your supervision of (PhD) students or other contributing staff. Demonstrate how you create an attractive learning environment for (PhD) students.

5. Collaborations, stakeholders & public engagement

Describe how you involve citizens, patients and/or other stakeholders in research and/or formulating research goals. Describe how the collaboration impacted your research and patient care. Describe how you disseminate research findings to patients, stakeholders and/or the general public.

6. Academic performance

Describe your performance. Output is centered around impacting clinical guidelines and innovations with a direct clinical implication. (For example: Improvement of clinical outcomes, contribution to clinical guidelines, contribution to local procedures, protocols and guidelines, contribution to national (healthcare) quality standards, clinical certifications. Involvement in innovations resulting in significantly improved clinical care (e.g. new diagnostic methods or new treatment modalities). Contributions to increased patient safety.)

- Please be aware of the list of suggested indicators, on the last page, to corroborate your Academic performance.*

Exploratory Researcher

Provide a narrative (~1,000 words) including the next topics:

1. *Your personal vision on your research. Please include a brief descriptive summary of scientific impact, e.g. conceptually, your research or projects have made, driven by your work in the last years. Include future plans. Relate to UMC Utrecht strategy.*

2. *Roles & responsibilities*

Describe how your research in a healthcare context aims to acquire a fundamental understanding of disease and/or improve health in the long term through epidemiological, conceptual or technological innovations. Describe your track record of unique intellectual, internationally recognized contributions to the field.

3. *Leadership & team science*

Describe team and, if applicable, how you are consulted by team members. Reflect on team goals and individual roles and contributions, where personal and team success are balanced. Describes how team members are valued and rewarded.

4. *Supervision & teaching*

Describe your supervision of BSc/MSc and/or PhD students, and your consultation by team members. Demonstrate how you create an attractive learning environment for (PhD) students.

5. *Collaborations, stakeholders & public engagement*

Describe your (inter)national scientific collaborations. Describe how you involve relevant stakeholders to promote translation to the clinic. Describe how you communicate science to a wider or lay public with emphasis on how the science fits into the larger disease/health context.

6. *Academic performance*

(Open Access) publications and other internationally recognized contributions to the field, aimed at increasing the knowledge reservoir. Performance entails (conceptual) innovations and/or break-through discoveries.

- *Please be aware of the list of suggested indicators, on the last page, to corroborate your Academic performance.*

Implementation Researcher

Provide a narrative (~1,000 words) including the next topics:

1. *Your personal vision on your research. Please include a brief descriptive summary of societal impact your research or projects have made, driven by your work in the last years. Include future plans. Relate to UMC Utrecht strategy.*
2. *Roles & responsibilities*
Describe how you collaborate in designing implementation research activities and how you perform outcome assessments of interventions, evidence-based practices, implementation strategies and learning healthcare.
3. *Leadership & team science*
Describe team and, if applicable, how you are consulted by team members. Reflects on team goals and individual roles and contributions, where personal and team success are balanced. Describes how team members are valued and rewarded.
4. *Supervision & teaching*
Describe your supervision of (PhD) students or other contributing staff, and your consultation role by team members. Demonstrate how you create an attractive learning environment for students.
5. *Collaborations, stakeholders & public engagement*
Describe how you involve stakeholders to implement knowledge and to integrate patient preferences. Describe collaborations with societal stakeholders and how they impacted your work. Describe how you engage and communicate science to a wider or lay public.
6. *Academic performance*
Describe your academic performance. Oriented around implementation toolboxes and policy reports, cost-effectiveness analyses and output relevant to stakeholders and patients. Output is dedicated around outcome assessments of interventions, evidence-based practices and implementation strategies.
 - *Please be aware of the list of suggested indicators, on the last page, to corroborate your Academic performance.*

Methodology & Technology researcher

Provide a narrative (~1,000 words) including the next topics:

- 1. Please include a brief descriptive summary of how your activities have contributed to research success and/or societal impact of your team/group/larger research environment, driven by your work in the last years. Include future plans. Relate to UMC Utrecht strategy.*

- 2. Roles & responsibilities*
Describe your role in development and sustaining of research programs. Describe how you contribute to earning capacity and dissemination in a partnering role. Demonstrate how you are an expert within your discipline.

- 3. Team science & leadership*
Describe team and, if applicable, how you are consulted by team members. Describe contribution to multiple research lines with specific expertise. Reflect on team goals and individual roles and contributions, where personal and team success are balanced.

- 4. Supervision & teaching*
Describe your responsibility for scientific quality of methodology and technology in supervision of (PhD) students, technicians and staff.

- 5. Collaborations, stakeholders & public engagement*
Describe your multidisciplinary collaborations within the institution. Describe relevant stakeholder relations for sustainability of infrastructures, methodologies and technologies. Describe how you engage and communicate research to a professional public.

- 6. Academic performance*
Describe your responsibilities for sustaining and developing infrastructures, methodologies and technologies. Outputs are essential contributions to key research infrastructures, technologies and methodologies. Output is dedicated around mutual success with collaborators and innovations in methodology and technology.
 - Please be aware of the list of suggested indicators, on the last page, to corroborate your Academic performance.*

Valorisation Researcher

Provide a narrative (~1,000 words) including the next topics:

1. *Your personal vision on your research. Please include a brief descriptive summary of innovations, in terms of technology uptake or utilization, and not falling under clinical care or societal impact, driven by your work in the last years. Also describe your innovation ambitions. Relate to UMC Utrecht strategy.*
2. *Roles & responsibilities*
Describe your contacts with private partners. Demonstrate your understanding of Intellectual Property policies. Demonstrate how you are seen as an expert within the discipline on an institutional and national level.
3. *Leadership & team science*
Describe team and, if applicable, how you are consulted by team members. Reflect on team goals and individual roles and contributions, where personal and team success are balanced. Describe how team members are valued and rewarded.
4. *Supervision & teaching*
Describe your supervision of (PhD) students or other contributing staff, and your consultation by team members. Demonstrate how you create an attractive learning environment for (PhD) students.
5. *Collaborations, stakeholders & public engagement*
Describe how you are involved in public-private collaborations. Describe, if applicable, structural collaborations that followed from these collaboration. Describe how you involve stakeholders, specifically end-users. Describe how you engage and communicate research to a professional public and end-users.
6. *Academic performance*
Describe your academic performance. Centered around technology uptake, which can imply patents, invention disclosures, Intellectual Property, product or service development, spin offs, public-private collaborations, but also open source routes. Entrepreneurship in the form of a start-up or board assignments in companies/foundations etc.
 - *Please be aware of the list of suggested indicators, on the last page, to corroborate your Academic performance.*

Roles & responsibilities in funding

1. Funding

Name year, title of project, fund, collaborators and amount of funding

- a. National funding as principal applicant
- b. National funding as co-applicant
- c. International funding as principal applicant
- d. International funding as co-applicant

(Primarily for **Valorisation researcher**)

- e. Number of contract research projects
- f. Total number of contract research projects you have participated in
- g. Amount of funding generated through industrial contracts
- h. Total amount of funding generated through industrial contracts

Leadership & team science

1. Contributions to the development of individuals

- a. Mentoring of members in your field and support you provided to the advancement of colleagues, be it junior or senior
- b. Contribution to academic talent programs and mentoring of individuals outside your own team
- c. Contributions to the success of a team or team members including project management, collaborative contributions, and team support

2. Contributions to the wider research community

- a. Editorial and review services of the past years (*Name years, organization/journal/board/etc*)
 - Evaluator of research applications in (inter)national competition
 - Editor/associate editor/deputy of scientific journals
 - Member of editorial boards
 - Referee for scientific journals
 - Reviewer or advisor for other scientific bodies
 - Other relevant evaluation assignments
- b. Organisation of events the past years that have benefited your research community
- c. Contributions to increase research integrity, and improve research culture (gender equality, diversity, mobility of researchers, reward and recognition of researchers' various activities).

3. Training in leadership, development and collaboration

- a. Formal education and degrees
Name year, program, institute and location
- b. Completed courses/study programs
Name year, program, institute and location

4. Leadership

- a. Current activities involving managerial responsibility
Chairmanship, membership of boards and committees, internal and external
- b. Current and past membership in advisory boards and commissions
- c. Current and past membership in Jury of prizes, awards, grants and fellowships

If applicable:

5. Non-academic management

- a. Non-academic management
Years, institute-company. What groups, divisions etc. did you lead, describe the staff and your role
- b. Non-academic supervisory responsibility
- c. Non-academic mentorship
- d. Non-academic congress organization

Supervision & teaching

1. Basiskwalificatie onderwijs / University Teaching Qualification Program

- *BKO is required for all candidate professors and candidate associate professors. (Candidate) Assistant professors can demonstrate their steps towards BKO.*
- *In what year was BKO obtained.*
- *If you don't have a BKO yet, describe status/progress*

2. Supervision of PhD candidates

Name year, candidate, subject, institution

- a) Past PhD candidates
- b) Current PhD candidates

4. Doctoral thesis examination

Write down the total number per year for the last years

- a) Serving as thesis opponent
- b) Thesis reviewer externally

Collaborations, stakeholders & public engagement

1. Overview of professional collaborations

Name groups, professors, institutions, companies and/or organisations

- a. Within UMC Utrecht
- b. Within the EWUU alliance
- c. National
- d. International

2. Outreach activities

Describe your press appearances in national and regional press (TV, radio, or written media). Select the most important appearances related to your research activities (maximally 5).

- a. Press appearances
- b. Outreach activities to non-academic audiences/groups
- c. Other activities transferring academic knowledge to the public

Academic performance

1. Most important scientific publications

Provide your most important scientific publications and describe their importance (max 150 words per publication). Please indicate if they are Open Access or not. For candidate professors maximally 10 publications can be described, for candidate associate professors maximally 5, for candidate assistant professors maximally 3.

2. Data availability

*Describe how you make research data FAIR available to the research community
If applicable, provide DOIs/URLs to repositories containing your datasets
If applicable, provide data use statistics, like number of downloads or data access requests
If applicable, describe how other researchers used your FAIR data*

3. International visibility in the past years

a. Invited speaker or chair of scientific congresses

*Write down the total number of visited congresses per year for the last years.
For each year select the two most significant congresses you have been invited to and write down the year, title, institution and location.*

b. Organiser of scientific congresses

Name year, title, institution and location.

c. Internationally visited research scholarships

Name years, duration, title, institution and location.

Suggested indicators to corroborate academic performance

Addendum to UMC Utrecht qualification portfolio to support six academic career profiles (2023)

<p>1. Research products for peers (indicate openness/availability where applicable)</p>	<p>5. Use of research products by societal target groups</p>
<ul style="list-style-type: none"> • Journal articles and reviews (refereed/non-refereed), specifically Open Access publications • Books, source publications and exhibition catalogues (refereed/nonrefereed), specifically Open Access publications • Book chapter (refereed/non-refereed), specifically Open Access publications • Editorship of volumes and special issues (refereed/non-refereed) • Digital infrastructures and databases • Presentations and conference proceedings (refereed/non-refereed) • Designs • Data sets and software, specifically FAIR data & code 	<ul style="list-style-type: none"> • Projects in cooperation with societal parties • Contract research • Use in education • References in professional and public domains • Commercially exploited research products (e.g. income from royalties for institution)
<p>2. Use of research products by peers</p>	<p>6. Marks of recognition from societal target groups</p>
<ul style="list-style-type: none"> • Reviews • Use of data sets, software and facilities • Citations of articles, books and other products 	<ul style="list-style-type: none"> • Financial and material support by society • Membership of civil-society organisations • Secondary appointments within civil society organisations • Public prizes
<p>3. Marks of recognition by peers</p>	<p>7. Process milestones in (setting up) research</p>
<ul style="list-style-type: none"> • Research grants awarded to individuals (including reflection on funding applications, both accepted and rejected) • Grants awarded to major collaborative research projects • Grants awarded to individuals or collaborative research projects • Prizes awarded to individuals or collaborative research projects • Secondary appointments and membership of scientific councils or committees • Editorships, council memberships, organisation of conferences and scientific meetings 	<ul style="list-style-type: none"> • Contribution to trial design, i.e. research protocol, preregistration • Setting up collaborations & data infrastructure(s) • Obtaining legal and ethical permission, i.e. METC submission • Monitoring and subsequent follow up of trial • Pre-registration of research (animal, clinical) • Mentoring, supervision and talent management

4. Research products for societal target groups (indicate openness/availability where applicable)	8. Teaching indicators
<ul style="list-style-type: none"> • Books, source publications, guidelines, and catalogues for a professional readerships • Clinical knowledge- and expertise centers (inter)nationally • Patents and licences • Films, documentaries and exhibitions for a professional audience • Websites for professional visitors • Book chapters in publications for a general readership • Software, digital media and serious games for general users • Lectures, masterclasses and conferences for a general audience • Blogs and forums for general readers • Interviews for public media (newspapers, radio/tv, internet) 	<ul style="list-style-type: none"> • Past teaching performance (Global duration, quantity, quality and target groups: bachelor, master, PhD, postgraduate trainees or other) • Professional development (being an expert in the research field and a didactic expert) • Design teaching methods (examples of newly developed teaching programs or methods, e.g. a course) • Performing teaching and creating an attractive learning environment (examples of lectures/courses) • Evaluating students and teaching methods (capable of providing feedback to students, colleagues and evaluating teaching methods) • Scholarship in teaching (i.e. personal vision on teaching and learning in healthcare)