Tenure Track policy

‘A career path for promising young academics’

University Medical Center Groningen (UMCG)

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General introduction

The core tasks of the UMCG are research, education, patient care, specialist training and the utilization of scientific knowledge in practice (valorisation). In carrying out these tasks, the UMCG endeavours to attain a leading position regionally, nationally and internationally.

As part of this endeavour, the UMCG has developed the tenure track policy to enhance its position in research and education. This policy is based on a more general personnel policy, but with greater emphasis on identifying and encouraging people with talent. Within the UMCG, people with a particular talent for education and research are facilitated in the further development of their skills. This can enhance the depth and innovative potential of research and education at the UMCG. In this way, the UMCG offers talented employees an interesting career perspective and the scope to join their personal ambitions with those of the organization.

This policy document specifically concerns our ambitions in research. A separate document describes the possibilities for a tenure track that focuses on education.
Chapter 1
Introduction, pre-tenure track and principles of the UMCG Tenure Track policy

Introduction
The UMCG has a number of core tasks: research, teaching, patient care, specialist training, and valorisation. The UMCG focuses on ‘healthy ageing’. In carrying out these related academic tasks, the UMCG seeks to secure a distinguishing top position at regional, national and international level. With regard to research, the UMCG aims to establish a stable position as one of the top three academic hospitals in the Netherlands, and hence as one of the top 100 university hospitals internationally. In addition, with regard to teaching, the UMCG seeks to maintain and extend its strong and stable position. The latter aim relates not only to maintaining a high standard of teaching and training, but also to further developing new forms of teaching and evaluating these on a scientific basis. In the field of patient care, the UMCG aims to be the centre in the Northern Netherlands not only for acute care but also for complex diagnostics and treatment of complex – mainly elderly – patients. At national level, the UMCG is a leading centre in the field of oncological care, transplant medicine and life-course medicine, including the treatment and prevention of chronic diseases. In the field of training for specialists, the UMCG fulfils a pivotal role in the North-east Netherlands training region. Finally, in the field of valorisation, the aim of the UMCG is to make a significant contribution to economic growth in the Northern Netherlands and create added value for Dutch society as a whole through innovations in the field of public health.

Strategic personnel policy for academic staff is an important instrument in helping to realise the UMCG’s ambitions in the performance of its core tasks. The basis of this policy is to attract, foster and selectively promote ‘young talent’. The personnel policy that has been developed for this purpose is the UMCG Tenure Track policy. A tenure track is a specifically defined career path that, if followed successfully, leads to a permanent position at a predetermined professional level.

At the beginning of 2003, a tenure track experiment was launched. Subsequently, in June 2005 the first Tenure Track policy document1 was adopted by the Board of Directors of the UMCG. The present policy document brings the previous one up to date, and increases the opportunities by creating scope for talented researchers in the clinical and education domains, in addition to the tracks that are more oriented to fundamental science. The policy also offers pre-tenure tracks in order to bridge the gap between completing a PhD and starting a tenure track career. The aim of the policy set out in this document is and remains to offer talented junior academics a clear career path with fixed assessment stages and criteria.

Talented ‘external’ as well as ‘home-grown’ academics can join the tenure track. With regard to the latter group, a pre-tenure track policy has been developed to ensure a smooth

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1 A tenure track policy had been introduced within the University of Groningen one year previously, in the Faculty of Mathematics and Natural Sciences. The UMCG’s tenure track policy was largely based on this. The tenure track system was subsequently introduced throughout the University.
transition from the Excellence programmes within the UMCG’s disciplines/PhD programmes to the tenure track. The pre-tenure track will be described first below. This will be followed by a discussion of the principles of the tenure track process.

Pre-tenure track
Identifying talented students early on, and motivating, stimulating and guiding their development are priorities in the education policy of the UMCG.

1. For students of Medicine and Dentistry who are interested in research, the Junior Scientific Master Class (JSM) has been developed as an Honours track. In the Master’s phase, these and other talented students of Medicine and Dentistry can qualify for a (D)MD/PhD track, the PhD component of which falls under the responsibility of the Graduate School of Medical Sciences (GSMS). The entry requirements are set out on the JSM website (see: http://www.rug.nl/research/gradschool-medical-sciences/junior%20scientific%20masterclass/jsm/mdphd-traject/uitgebreide_informatie/). This track enables students to gain a PhD and take the basic physician or dentist examination within a period of eight years. After gaining a (D)MD/PhD, a selected number of postdocs (preferably those who have graduated ‘cum laude’, with honours) will be offered the opportunity to remain actively involved in research during their specialist training programme in Groningen (as an AIOS, the Dutch acronym for ‘a doctor training to become a specialist’). As a research variant of the specialist training, two routes can distinguished:

A. Pre-tenure track for PhD graduates in Medicine or Dentistry who are training to become a specialist

   Mandema stipend:
   (D)MD/PhDs who are interested in additional academic specialisation can make agreements made with their clinical tutor about engaging in a substantial period of research as part of their specialist training. This gives them the opportunity to become a clinical researcher at the UMCG. These AIOS can apply for a standard Mandema stipend as additional support to conduct their research.

   Mandema-plus stipend:
   AIOS who do not have sufficient time for research during their training can opt to conduct the research (and the specialist training programme) on a part-time basis. In the case of the latter, a ‘Pre-tenure track Postdoc’ appointment is possible from Year 2 of the training onwards for a maximum of 0.2 FTE per year, during 5 years. This results in additional research duties of one day per week on average, but these duties can be concentrated in longer, consecutive periods. This route extends the training period by up to one year and is made possible by means of the Mandema-plus stipend. AIOS who received a Mandema stipend can apply for the Mandema-plus stipend.

B. For AIOS with research ambition who have not yet gained their PhD, it is possible to incorporate a PhD track in their training by following the Groningen AGIKO track. This involves adding two years of research time to the training, which means that the programme will take two years longer.
The aim of both tracks is to give selected AIOS the opportunity to engage or remain active in research while training to become a specialist and, having completed their training and research, to obtain an NWO-funded VENI grant or Clinical Fellowship (CF). A VENI grant or CF positively contributes to the qualification requirements to enter Phase A of the tenure track. The AIOS/postdoc track (including the Mandema and Mandema-plus stipends) are described in detail in Appendix 1, and the Groningen AGIKO model in Appendix 2. The appendixes are preceded by a ‘map’ that summarises the routes leading to the position of Academic Specialist at the UMCG.

2. **Students of Human Movement Sciences** can follow a variant of the (D)MD/PhD track. This involves a two-year Research Master’s degree programme combined with a PhD track (2½ years) funded by the GSMS. The procedure is the same as the application procedure for the (D)MD/PhD track (see the JSM website).

3. **For students in Life Sciences**, the Bachelor’s degree programme is offered by the Faculty of Mathematics and Natural Sciences (with significant input by the UMCG). The Research/Top Master’s degree programmes in Health Sciences and Biomedical Sciences that are offered by the GSMS give selected students the opportunity to write their own PhD research proposal during the programme. If approved, the proposal can lead to a three-year PhD track funded by the GSMS. Outstanding students have the option of adding a fourth year if they have the potential to gain a PhD with honours (cum laude).

**Cum Laude PhD awards**
The UMCG wishes to acknowledge and stimulate excellence in its degree programmes. PhD students who have the potential to gain a PhD degree ‘cum laude’ have the opportunity to obtain funding for an additional year (e.g. a fourth year in the case of PhD students in the Life Sciences). In this final year, in addition to completing an outstanding thesis, students must establish the foundation (including a financial foundation\(^2\)) for a successful postdoc period (1-2 years) with a renowned research group outside the Netherlands\(^3\). The aim of this research period is, in combination with the potential ‘cum laude’ PhD research, to become eligible for a grant under the Innovational Research Incentives Scheme of the Netherlands Organisation for Scientific Research (NWO) or the ERC grant programme.

**Principles of the tenure track**
The aim of the tenure track is to offer promising young PhD graduates with at least 1-2 years’ postdoc experience a clear career path leading to a professorial appointment within a specified period of time, provided they fulfil the assessment criteria.

With this personnel policy, the UMCG aims to become an attractive employer for highly talented young scientists. This involves not only fostering ‘home-grown’ talent in accordance with defined quality criteria, but also attracting talented academics from ‘outside’. Depending on their background, the latter group can be admitted to any tenure track phase (A, B or C). In addition, the UMCG wishes to create more opportunities for talented female

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\(^2\) Preferably, external funding should be obtained for the period of study abroad, however, limited possibilities are available for obtaining a UMCG pre-tenure track fellowship.

\(^3\) Students who have become AIOS at the UMCG can also choose this route, but this is a less obvious choice.
researchers. The Rosalind Franklin Fellowships were introduced for that purpose. RFF laureates are admitted to the UMCG tenure track programme in the same way as candidates from ‘outside’.

In order to measure performance during the tenure track, the profiles in the job grading system of the Association of University Hospitals (FUWAZ) and the university job-ranking system (UFO)\(^4\) are used as the starting point. The specific appraisal criteria for each phase are based on these profiles. This is discussed in greater detail in Section 2.

\(^4\) In the case of tenure track positions, the profiles drawn up nationally under the UFO system are used. The aim, result areas and core responsibilities for each position are described in detail. The academic positions in the UFO system have been integrally incorporated in the FUWAZ system, as used within the UMCG.
Chapter 2
Start and phases of the tenure track

The phases of the tenure track
In principle, the career path for an employee who is selected for the tenure track is as follows:

<table>
<thead>
<tr>
<th>Phase</th>
<th>Position title in English (the Dutch title is given in brackets), and scale</th>
<th>Duration</th>
</tr>
</thead>
</table>
| Pre-tenure track | - Pre-tenure track postdoctoral fellow (*Pre-tenure track onderzoeker*).  
                      - Scale 10                                                          | Variable                                                                |
|                | There are various routes for researchers who have recently gained a PhD and have studied Medicine, Dentistry, Movement Sciences or Life Sciences. These pre-tenure tracks are described in Chapter 1. |
| A              | - Tenure Track Postdoctoral Fellow (*Onderzoeker 3*)  
                      - Scale 11                                                          | 2 years, temporary appointment⁵  
                      A 1-year extension is possible.  
                      As stated in footnote 5, other rules apply to clinical researchers in the tenure track. |
| B              | - Tenure Track Assistant Professor (*Universitair Docent 1*)⁶  
                      - UD1, scale 12                                                       | 3 years, temporary appointment (or 2 years if Phase A has been extended) |
| C1             | - Tenure Track Professor (*Adjunct-hoogleraar*)  
                      - UHD 2, scale 13                                                     | Permanent appointment.  
                      Phase C has a 7-year duration. If performance is satisfactory, the Head of Department can request the Board of Directors to approve progression from C1 to C2. For tenure track clinical researchers Phase C is not divided into C1 and C2. |
| C2             | - Tenure Track Professor (*Adjunct-hoogleraar*)  
                      - UHD 1, scale 14                                                     |                                                                         |
| D              | Full Professor (*Hoogleraar 2*), scale HGL 2                                          |                                                                         |

⁵ The nature of the appointment (permanent/temporary) depends on the individual’s circumstances (e.g. employment history) and will be in accordance with legal provisions and the Collective Labour Agreement (CAO). In general, clinical tenure track staff who have substantial patient-care duties will already have a permanent position as specialist. Therefore, during the tenure track (from Phase B onwards), only the title of their academic appointment will change. A different maximum term for the phases applies to these staff members, i.e. both Phases A and B can be extended by one year. Details follow in the remainder of Chapter 2. A separate memorandum (“Tenure track policy for training as an academic specialist”) is available which summaries the procedure and criteria for clinical tenure track researchers.

⁶ In English correspondence, the titles ‘Postdoctoral Fellow’ and ‘Tenure Track Assistant Professor’ can be used for the Tenure Track positions in Phase A and Phase B, respectively. Although these titles are not fully suitable for an employee in Phase A or B of the Tenure Track, they are the most common. For employees in Phase C, the title ‘Tenure Track Professor’ can be used.
Entry into the tenure track is preferably in Phase A, but entry ‘from outside’ is also possible in a later phase. The duration for each phase given in the table is a maximum: it is always possible for the Head of Department to request an earlier transition to the next phase if the criteria have been met. There must eventually (from Phase C onwards) be a position available in a department for the tenure track staff member. This will preferably be the department in which the staff member joined the tenure track, but this is not necessarily the case.

**Starting the tenure track**
Highly talented young researchers (from the UMCG or ‘outside’) can be recommended by a Head of Department at the UMCG to the Board of Directors for admission to the UMCG tenure track. The procedure is set out in Section 4.1. The recommendation is accompanied by the candidate’s Curriculum Vitae and an explanatory letter indicating the means of funding and the existing or possible future position available in the department. Following approval, the candidate draws up a start document and the Board of Directors appoints the Tenure Track Appointment/Promotion Advisory Committee (TT-BAC).7 The TT-BAC assesses the start document, meets the candidate, and makes a recommendation to the Board of Directors. Between Phases A, B and C there is an evaluation in which, in principle, the same TT-BAC advises the Board of Directors whether promotion is appropriate. The department or tenure track staff member must organise funding and/or ensure the availability of a position. Examples of funding are a VENI grant in Phase A and a VIDI/VICI grant in later phases.8 Use can also be made of present or future positions that may be available in the department. The UMCG Fund for Strategic Personnel Policy may provide additional funding for up to three years.9 The ultimate aim is to create a permanent position for tenure track staff, preferably in the relevant department.

The Head of Department is responsible for implementing the agreements made during the tenure track period. For example, it is important that the Head of Department him/herself initiates the application for promotion to the next phase and scale.

**Brief description of tenure track phases and positions**

**Phase A: Tenure Track Postdoctoral Fellow (Onderzoeker 3)**
This is a temporary appointment (Collective Agreement for University Medical Centers, Article 2.4.3) for a period of 2 years for researchers without clinical duties, and 3 years for researchers with clinical duties. The latter group will normally be beginning specialists with a permanent appointment. The researcher is expected to conduct innovative research in a specific field within one of the UMCG’s multidisciplinary research programmes, and report

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7 The Board of Directors appoints a separate TT-BAC for each prospective tenure track staff member. The TT-BAC monitors the entry procedure and progress. The TT-BAC comprises in any case the Dean of Research, the Dean of Education, the Director of the relevant research institute, the Head of Department, and one or more internal or external experts. See also Chapter 4 for a more detailed description of the composition of the TT-BAC.

8 Although acquiring a veni/vidi/vici grant is an important achievement that is taken into account in the assessment for admission to the tenure track, this is not automatically sufficient.

9 For clinical research employees in the Tenure Track, separate rules apply as described in the memorandum ‘Tenure Track policy for training as an Academic Specialist’.
on a regular basis to the relevant Head of Department as well as the supervising professor. In addition, the researcher must demonstrate that he/she has the ability to publish articles in leading scientific journals, give lectures at international conferences and make a significant contribution to obtaining research funding (or obtaining this him/herself). At the beginning of Phase A, agreements are made regarding the development and profiling of the postdoctoral fellow’s research line. In the case of clinical tenure track staff, it must be specified within the department that they can devote a substantial portion of their time (for example 50%, but other agreements can be made) to research/education throughout the tenure track period. These agreements are noted in the start document for this phase of the tenure track. The agreements are made in consultation with the Head of Department and the Director of the research institute. In this phase, a mentor is appointed for the tenure track staff member. The mentor can advise on the tenure track career. The mentor is a UMCG professor who is not a member of the same department as the tenure track staff member.

Six months before the end of Phase A, the assessment procedure is initiated at the request of the Head of Department. The decision may be taken jointly by the staff member, Head of Department and the Dean of Research to extend Phase A by one year, which means that the procedure begins a year later. The TT-BAC advises the Board of Directors on the progress. In the case of a positive recommendation, the Board can decide that the staff member can proceed to Phase B. The criteria that must be met and the procedure that must be followed with regard to assessment are described in detail in Section 4.1.

**Phase B: Tenure Track Assistant Professor (Universitair Docent I)**

In this phase, the tenure track staff member is given a temporary appointment (Collective Agreement for University Medical Centres, Article 2.4.3) for up to 3 years (or 2 years if Phase A was extended). This applies to tenure track staff who do not have clinical duties. In the case of staff with clinical duties, the maximum term is 4 years (or 3 years if Phase A was extended). In this phase it is essential that the staff member develops the research line outlined in the Phase A start document, in consultation with the relevant Head of Department and Director of the research institute. The acquisition of research grants, including personal grants, (e.g. through a VIDI application) is very important. In addition to the further development of scientific knowledge and understanding, evident from publications in prominent scientific journals and contributions to scientific conferences, the staff member is also expected to contribute to teaching, and is required to obtain the University Teaching Qualification (BKO). Six months before the end of Phase B, the assessment procedure is initiated at the request of the Head of Department. The TT-BAC advises the Board of Directors on progress. In the case of a positive recommendation, the Board can decide that the staff member can proceed to Phase C. The criteria that must be met and the procedure that must be followed with regard to assessment are described in detail in Section 4.2.

**Phase C: Tenure Track Professor (Adjunct-hoogleraar)**

With regard to the progression from Phase B to Phase C, at least five independent experts must be asked to give their opinion (in writing) of the staff member. If a staff member
receives a positive appraisal from the TT-BAC, he/she is given a permanent position as Associate Professor (UHD2), and the Board of Directors recommends him/her to the Board of the University for appointment to the position of Tenure Track Professor for a maximum period of 7 years. For that purpose, the Head of Department draws up a chair profile and submits it to the Board of Directors for approval.

The position of Tenure Track Professor is a separate appointment created within the University of Groningen for the tenure track; a Tenure Track Professor is a UHD with the right to act as primary supervisor (ius promovendi). The Tenure Track Professor develops his/her own research profile and is expected to make a significant contribution to the teaching programme of the UMCG/University of Groningen. The responsibilities include coordinating, administrative and managerial duties. Whereas the focus in Phases A and B is on research, this extends in Phase C to the role and duties relating to teaching and organisation. The criteria that must be met and the corresponding assessment procedure are described in more detail in Sections 4.3 and 4.4.

**Phase D: Full Professor (Hoogleraar 2)**

If, at the end of Phase C, the staff member meets the criteria for promotion to Full Professor (Hoogleraar 2), the Head of Department submits a new chair profile for approval by the Board of Directors. Following a positive recommendation by a BAC (composed in the usual way for professorial appointments within the UMCG), the Board of Directors can recommend the tenure track staff member to the Board of the University for promotion to the position of Full Professor.

If the candidate does not meet the criteria for promotion, he/she remains in the position of UHD, without the title ‘Tenure Track Professor’. This means that the staff member no longer participates in the tenure track programme. He/she may continue to supervise PhD students that were already under his/her supervision until they graduate. Consequently, a positive or negative assessment both lead to termination of the tenure track in this phase. The criteria that must be met for promotion to Full Professor and the procedure that must be followed are described in more detail in Section 4.5.
Chapter 3
Personnel Instruments

Introduction
A coherent system of personnel instruments is in place within the UMCG for the purpose of implementing personnel policy and developing and sustaining an organisational culture that is vigorous and results-oriented. The following components are important in the tenure track:

- **Job profiles/core competences**: designed to recognise individual output.
- **Annual interviews/appraisal procedures**: the purpose of these meetings between the staff member and his/her manager is to assess whether the staff member is able to function as effectively and efficiently as possible. Appraisals of performance in a particular period, as the basis for promotion, are carried out by the TT-BAC. The Board of Directors decides whether the staff member will be promoted.
- **Recruitment and promotion policy for female academic staff**: geared to increasing the number of female academic staff in senior academic positions at the UMCG.
- **Professionalisation of teaching staff**: geared to increasing the teaching abilities of the tenure track staff member.
- **Programmes for learning and updating skills**: geared to professionalising the managerial abilities of the tenure track staff member.
- **Outplacement system**: for employees who will not be continuing their careers at the UMCG.

These instruments are briefly described below.

**Job profiles/core competences**
Job profiles, including the aim, core responsibilities, classification criteria and result areas for the position, have been compiled in accordance with FUWAVAZ (the job grading system of the Association of University Hospitals) for all academic teaching, research and managerial duties. For academic staff, the UFO system (*Universitair Functie Ordenen*, University Job Ranking) is used. The assessment criteria for tenure track promotions are also based on this system. Detailed descriptions can be found in Chapter 4 and Appendix 3. At the start of the tenure track, the staff member is informed of these criteria or is given a copy of the Tenure Track Policy Document.

The job profiles and core competences can be found at: https://fws.e-office.com.

**Annual interviews and appraisals**
Annual interviews (performance appraisals) are an important instrument in the tenure track and are designed to give the supervising professor and the Head of Department (jointly) the opportunity to talk to the tenure track staff member periodically (at least once a year) and officially about his/her performance. The following subjects are discussed: results of work, the way in which the work is carried out, personal development and career, conditions

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10 Because tenure track staff must be well integrated in their department from the outset, the Head of Department also attends the annual interviews between tenure track staff and their manager.
of employment, working conditions and support from the manager. The forms for annual interviews can be found on the UMCG Intranet: https://cms.mcg.nl/personeel/personeelswijzer/formulieren.

In addition, the tenure track has a number of official assessment stages (see Chapter 4). These assessments are carried out by a separate TT-BAC appointed by the Board of Directors.

**Recruitment and promotion of female staff**
An increase in the number of female academic staff in senior positions at the UMCG is one of the aims stated in the Charter to which the UMCG is a co-signatory. To that end, talented Rosalind Franklin Fellows (RFFs) are recruited on the basis of agreements with the Board of the University. RFFs join the UMCG tenure track, and are appointed on a temporary basis for a maximum of 5 years. The entry phase is determined by the TT-BAC on the basis of the RFF candidate’s curriculum vitae.

The various tenure track procedures also comply with the gender-neutral recruitment and assessment criteria for academic staff, adopted by the Board of Directors in 2003.

**Professionalisation of teaching staff**
Completing teacher training and satisfying the teaching criteria for the various job levels within the UMCG is crucial for eligibility for promotion to the next income scale or job level. This also applies to tenure track staff.

All new tenure track staff must follow the 2-day Tutor Training programme when they join the UMCG. A qualification structure has been developed for the professionalisation of lecturers: the University Teaching Qualification (BKO). The BKO defines the competences for lecturers and incorporates a system for assessing these competences. A dedicated training programme is offered. All tenure track staff are required to obtain the University Teaching Qualification in the context of professionalisation. The staff member’s proficiency in English must meet the criteria for level C1 as defined in the Common European Framework of Reference (CEFR: see http://www.rug.nl/science-and-society/language-centre/about-the-language-centre/views-and-quality/cefr). Level B2 is the minimum requirement for proficiency in Dutch.

**Programmes for learning and updating managerial skills**
The expectation is that, in the long term, tenure track staff develop into inspirational academic leaders. Career development and professionalisation for academic staff by means of training designed to enhance skills and expertise, such as the course in academic leadership offered by the University of Groningen, are methods for developing the appropriate managerial skills.

Training programmes for managers, geared to coaching leadership, reflective professionalism and integrated management (personnel, finance and policy), are offered by the department or the UMCG and must be followed during the various phases of the tenure track.
Outplacement system
The aim of the active outplacement policy is to provide assistance in finding alternative employment outside the UMCG for staff who have not been able to meet the requirements for an academic career. The services of career consultation bureaus may be used for this purpose.
Chapter 4
Selection, assessment and assessment criteria

Introduction
This chapter describes the result areas for the various academic positions in the tenure track and sets out the appraisal criteria for the staff concerned. It also describes the composition of the various tenure track appointment/promotion advisory committees (TT-BACs) that carry out the individual assessments and advise the Board of Directors on appointments, promotions or recommendations for professorial appointments.

The procedures followed at the start of the tenure track and on promotion within it are described in Chapter 2, and further details are given in the rest of this chapter (Sections 4.1 - 4.4). On completion of the tenure track (i.e. on promotion to Phase D), the Board of Directors appoints a BAC in accordance with the procedure usually followed within the UMCG for professorial appointments (see Section 4.5). In the case of entry in Phases C (linked to the position UHD/Tenure Track Professor) and D (linked to the position Full Professor), the Head of Department, in consultation with the relevant research-institute Director, draws up a draft chair profile for approval by the Board of Directors.

The criteria used at the start of the tenure track and for appraisal at the end of each tenure track phase partly relate to job requirements that are essential but difficult to quantify, such as the competences in Appendix 3. The TT-BAC will have to form a judgement on this, based on the interview with the candidate and on information it has obtained. The Board of Directors can request candidates to undergo an assessment if there are doubts as to whether they have the required competences. When applying for promotion or for a job, candidates are obliged to agree to this request, should it be necessary.

Some of the criteria are quantifiable. In cases where such quantitative requirements can be defined (e.g. number of publications per year, acquisition of research funding), they shall be minimum requirements. If a candidate does not satisfy a certain criterion, the TT-BAC may still recommend that person for appointment or promotion, on condition that he/she more than satisfies other criteria and that the TT-BAC can provide convincing arguments for appointing or promoting him/her. The Board of Directors decides whether those arguments are acceptable.

In the case of part-time appointments and/or special leave (maternity leave, parental leave, etc.), it may be possible to proportionately extend the amount of time between the assessment stages or to grant a postponement.
§4.1 Procedure and criteria for tenure track postdoctoral Fellow (*Onderzoeker 3*) (entry in Phase A)\textsuperscript{11}

**Composition of the TT-Appointment Advisory Committee**
The TT-BAC is appointed by the Board of Directors and in principle has seven members (including at least two female members), as follows:

- the Dean of Research (Chair)
- the Dean of Education
- the Director of the relevant research institute
- the Head of Department
- where appropriate, the future managing professor (if this is not the Head of Department)
- two experts (preferably one internal and one external)
- a staff officer will also join the committee to provide administrative support.

**Procedure**
1. Potential candidates must be recommended to the Dean of Research via the Head of Department. After consulting the Dean and the Dean of Education, the Head of Department advises the Board of Directors about initiating the tenure track procedure. When the recommendation is made, the funding source must be indicated and discussed.
2. The Head of Department asks the candidate to draw up a start document for the tenure track position in consultation with the Director of the relevant research institute. The document should be 1-2 A4 pages in length and set out the research plan for the coming years.
3. The Head of Department informs the relevant sector Director that the staff member wishes to enter the tenure track.
4. The Board of Directors appoints a TT-BAC. The sector Director is informed about this.
5. The TT-BAC submits a recommendation to the Board of Directors, based on the candidate’s CV, start document, recommendations (optional), and an interview with the candidate. During the interview, the TT-BAC will ask the candidate to give a short presentation on his/her research plan.
6. After approval by the Board of Directors, the candidate is appointed and written agreements are drawn up regarding the nature of the appointment, the tenure track and anchoring in the department.
7. The TT-BAC assigns a professor from another department to be the tenure track staff member’s mentor.

\textsuperscript{11} The procedure for selecting candidates for the Rosalind Franklin Fellowships may, as a result of University-wide agreements, differ from the procedures described in Sections 4.1 - 4.4.
Criteria

Minimum requirements

- PhD (preferably ‘cum laude’).
- An extensive number of articles based on the PhD research, written as the primary author and published in international journals that are among the top 10% in the relevant field.
- Postdoc experience (at least 1-2 years), preferably with a renowned research group outside the Netherlands.
- During the postdoc period, at least 2 articles per year published as the first, second, last or penultimate author in international journals that are among the top 10% in the relevant field. Tenured clinical researchers who have spent 20% of the time on research during the AIOS period (see Chapter 1) are required to publish at least 4 such articles during their AIOS period.
- A full paper (publication as first, second, penultimate or last author) in a journal with an impact factor higher than 30 (e.g. Nature, Science, Cell, N.Engl.J.Med.) is regarded as an outstanding achievement and counts as four publications in the above calculations. An article published in a journal at the top of the relevant ISI field counts as two publications.
- Patents that have been granted count as publications.
- Demonstrable affinity with academic/scientific education.

The following will also count in the candidate’s favour:

- Successful funding applications.
- Development of his/her own research line.
- Management skills.

N.B. Researchers who have been awarded a NWO VENI grant or Clinical Fellowship (or a similar personal ERC grant) can be recommended on that basis for a tenure track appointment, although the acquisition by itself is not sufficient for admission.
§4.2. Procedure and criteria for promotion to Tenure Track Assistant Professor (UD1) (progression to Phase B)

Composition of the TT-Promotion Advisory Committee
As far as possible, the TT-BAC will comprise the same members that were involved at the start of the tenure track, and is appointed by the Board of Directors six months before the end of Phase A.\(^{12}\) In principle, the committee has seven members (including at least two female members), as follows:

- the Dean of Research (Chair)
- the Dean of Education
- the Director of the relevant research institute
- the Head of Department
- a student
- two experts (preferably one internal and one external)
- a staff officer will also join the committee to provide administrative support.

The candidate’s immediate superior (if this is not the Head of Department) may be asked to provide information.

Procedure
1. The TT-BAC investigates the results and performance of the staff member (e.g. by asking him/her to compile a report of work carried out).
2. The TT-BAC advises the Board of Directors with regard to three alternatives
   a. the staff member is promoted to the position of UD1.
   b. the staff member does not yet fulfil the promotion criteria, and his/her appointment as Tenure Track Postdoctoral Fellow (Onderzoeker 3) will be extended by one year.
   c. the staff member does not fulfil the promotion criteria.
3. The Board of Directors decides no later than three months before the appointment ends. The candidate, Head of Department and the Director of the relevant sector are informed of the decision in writing.

If the tenure track staff member does not fulfil the criteria for promotion to the next phase (even following a one-year extension), the tenure track is halted and the contract of employment will be terminated in the case of staff with a temporary appointment (Phases A and B). Other rules, set out in the Collective Agreement, apply to staff with a permanent appointment.

N.B. The TT-BAC must report the assessment results for all relevant criteria to the Board of Directors.

\(^{12}\) As shown in the table in Chapter 2, Phase A lasts up to two years (three years for clinical tenure track staff), with the possibility of a one-year extension. If an extension is granted, Phase B is shortened by the same amount of time, so that Phases A and B together do not exceed 5 years (or 7 years for clinical tenure track staff).
Criteria
The assessment criteria are largely based on the FUWAVAZ/UFO profile for the Onderzoeker 3 position, i.e. the requirements that apply to a tenure track staff member. The assumption is that a tenure track staff member in Phase A who has no clinical duties has devoted at least 80% of his/her time to research. For a tenure track staff member with clinical duties (e.g. 50% of his/her time), this mount will be reduced accordingly. The appraisal process involves assessing the way in which the staff member has carried out his/her research independently, in line with the start document that was previously drawn up. If a start document has not yet been produced (i.e. if the staff member enters the tenure track in Phase B), it must be drawn up for assessment by the TT-BAC.

Minimum requirements
- His/her contribution to research is evident from a growing publication output. At least twelve articles, with the staff member as first, second, penultimate or last author, have been published (or are in press) in science journals that are among the top 10% of the relevant field.
- A full paper (publication as first, second, penultimate or last author) in journals with an impact factor higher than 30 (e.g. Nature, Science, Cell, N.Engl.J.Med.) is regarded as an outstanding achievement and counts as four publications in the above calculations. An article published in a journal at the top of the relevant ISI field counts as two publications.
- Patents that have been granted count as publications.
- Lectures by the staff member, given at scientific conferences, on his/her research.
- Demonstrable national and international contacts for the purpose of knowledge exchange with researchers in the same field(s) or a related field.
- In consultation with the professor under whose responsibility the staff member works, and the Head of Department, the staff members’ research has been clearly structured and delineated within a larger UMCG research programme. This has been done in consultation with the director of the relevant research institute.
- The staff member has contributed to obtaining indirect government funding and contract research and/or EU funding for his/her own research or the research of others, for example through successful funding applications.
- The staff member has a demonstrable affinity for teaching that is evident from activities such as supervising groups (e.g. as a tutor, mentor or coach), or guiding students in other settings (practicals, skills training or individual supervision). The staff member has begun training for the University Teaching Qualification (BKO).

The following competences are important in this phase\textsuperscript{13}
Creativity: comes up with original solutions to problems, combines multiple approaches/insights into something new, and is capable of translating this into new practices; can reflect on daily practice, can recognise opportunities and respond to them; is proactive rather than reactive.

\textsuperscript{13} See Appendix 3 for the full list of competences.
**Communication skills:** exchanges feedback with colleagues, support staff and technicians, and students; contributes to intellectual discussions in the broadest sense. Is able to critically evaluate his/her own behaviour and standpoints and is receptive to others.

**Collegiality:** works with others to produce a joint result, even when the cooperation involves a subject that does not relate directly to his/her own duties.

**Integrity:** consistently maintains generally accepted social and ethical norms in both word and deed towards employees and colleagues. Is approachable on this point and holds others to account for their integrity.

**Planning and organisation skills:** has an overall view of (his/her own) activities, plans them well, specifies the time to be spent and keeps to the planning. Sets priorities and lists the required tasks, time and resources. Is able to evaluate planning and progress. Is able to incorporate decision-making stages into the planning of a project or task and clearly strives to achieve a balance between quality and quantity.
§4.3. Procedure and criteria for promotion to Tenure Track Professor (UHD2) (progression to Phase C1)

Composition of the TT-Promotion Advisory Committee
In principle, the TT-BAC comprises the same members that were involved in previous phases of the tenure track, and is appointed by the Board of Directors six months before the end of Phase B. In principle, the committee has seven members (including at least two female members), as follows:

- the Dean of Research (Chair)
- the Dean of Education
- the Director of the relevant research institute
- the Head of Department
- the Sector Director
- a student
- an expert (internal or external)
- a staff officer will also join the committee to provide administrative support.

The immediate superior (if this is not the Head of Department) may be asked to provide information.

Procedure
1. The TT-BAC investigates the results and performance of the tenure track staff member, for example by asking him/her to compile a report of his/her work, and by obtaining information from at least five referees (professors) within and outside the UMCG. At least three of these referees must give an unequivocally positive assessment of the staff member.

2. The TT-BAC advises the Board of Directors with regard to two alternatives
   a) the staff member is appointed to the position of UHD2 and is recommended to the Board of the University for promotion to the position of Tenure Track Professor (adjunct-hoogleraar)
   b) the staff member does not fulfil the promotion criteria. The contract will not be renewed. In principle, the UMCG will assist the candidate in finding alternative employment outside the UMCG.

3. The Board of Directors decides no later than three months before the appointment ends. If the staff member is recommended for promotion to the position of Tenure Track Professor, the Board of Directors asks the Head of Department to draw up a chair profile in consultation with the Director of the relevant research institute.

N.B. The TT-BAC must report the assessment results for all relevant criteria to the Board of Directors.

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14 As indicated in the table in Chapter 2, Phase B lasts three years, or two years if Phase A is extended, so that Phases A and B together do not exceed 5 years for tenure track staff who do not have clinical duties. For clinical tenure track staff, Phase B lasts four years, or three years if Phase A is extended, so that Phases A and B together do not exceed 7 years.
Criteria
The assessment criteria are largely based on the FUWAVAZ/UFO profile for the UHD2 position, i.e. the requirements that apply to a tenure track staff member. It is assumed that a tenure track staff member in Phase B who has no clinical duties has devoted at least 70% of his/her time to research. For a researcher with clinical duties (e.g. at least 50% of his/her time), this amount will be reduced accordingly.

At this stage of the tenure track, the staff member is assessed in terms of developing into a guiding and inspiring leader (e.g. lead researcher).

Minimum requirements
- The staff member fulfils his/her role effectively within the department and makes a significant contribution in terms of the coherence and execution of the research. In addition, the staff member makes a positive contribution to the teaching and organisational responsibilities of the department.
- The staff member has developed a clear and productive research profile within the UMCG research programme in which he/she is taking part.
- At least 20 articles, with the staff member as first, second, penultimate or last author, have been published (or are in press) in science journals that are among the top 10% of the relevant field.
- A full paper (publication as first, second, penultimate or last author) in journals with an impact factor higher than 30 (e.g. Nature, Science, Cell, N.Engl.J.Med.) is regarded as an outstanding achievement and counts as four publications in the above calculations. An article published in a journal at the top of the relevant ISI field counts as two publications.
- Patents that have been granted count as publications.
- Lectures by the staff member, given at scientific conferences as an invited speaker, on his/her research.
- Demonstrable participation in national and international consortia.
- The staff member is independently and carefully supervising at least two PhD students.
- A minimum of two substantial research grants (at least €100K within the group) have been acquired from a direct or indirect government funding or contract research funding source and/or EU (e.g. ERC) funding in the previous phases. This concerns an independent application with the staff member as the principal or sole applicant.
- The staff member has obtained the University Teaching Qualification (BKO). In the case of external candidates who have not yet obtained the BKO, an agreement will be made as to the deadline for doing so. The TT-BAC shall ensure that an explicit agreement is made.
- The staff member’s proficiency in English must meet the criteria for level C1 as defined in the Common European Framework of Reference (CEFR, see http://www.rug.nl/science-and-society/language-centre/about-the-language-centre/views-and-quality/cefr). The minimum requirement for proficiency in Dutch is level B2.
- The candidate devotes a proportion of his/her time to teaching. In addition to teaching course units offered by the UMCG, the candidate also devotes time to curriculum development. The candidate performs teaching tasks well, as demonstrated, for example, by student evaluations.
- With regard to participating in organisational matters, the candidate can be expected to have a good understanding of how the teaching of degree programmes is organised within the UMCG. In addition, the candidate makes an effective contribution to ensuring that teaching processes run smoothly (e.g. by contributing to curriculum development or serving on a programme committee, board of examiners, or project group).

The following competences are important in this phase:

**Strategic orientation:** translates the long-term vision into concrete goals and achieves these goals by guiding and managing the organisation and daily practice.

**Didactic qualities:** has didactic knowledge relevant to the subject, has an overall view of education and examination methods and understands their use, is able to design learning environments, has an understanding of didactic problems in the subject matter, develops teaching materials, is able to evaluate his/her own teaching performance.

**Inspiring leadership with clear guidance:** directs and guides groups as well as individual employees, for example by setting targets, creating and maintaining effective cooperation and delegating responsibility and authority where appropriate; motivates the group and individuals to perform these tasks and accept these responsibilities, explaining where needed. Is able to determine the needs of employees in terms of their development and makes every effort to increase their professional skills.

**Reflective professionalism:** is able to oversee the responsibilities relating to his/her work, reflects on their consequences and impact, and communicates on this to colleagues and others. Adapts his/her behaviour accordingly.

These competencies are in addition to the competencies that are important for Phase B: creativity, communication skills, collegiality, integrity, and planning and organisational skills.

**N.B.** A tenure track UD who has successfully applied for a VIDI grant under the NWO Innovational Research Incentives Scheme (or a comparable ERC grant) can apply to the Board of Directors to be considered for admission to Phase C1. The acquisition of a VIDI grant or comparable ERC is by itself is not sufficient for admission, but is an important step.
§4.4. Promotion to Tenure Track Professor (UHD1) (progression to Phase C2)

A period of at least two years must elapse after the start of Phase C before the Head of Department can submit a request to the Board of Directors to promote the staff member from Phase C1 to Phase C2. The TT-BAC (as appointed at the start of Phase C) shall advise the Board of Directors on this decision. If appropriate, the promotion procedure can be carried out in writing.

Criteria

The staff member’s progress (at the required pace) in the position of UHD is an important factor in determining whether he/she is suitable for promotion to scale UHD1. It is assumed that a tenure track staff member in Phase C1 without clinical duties has devoted at least 60% of his/her time to research. For a researcher with clinical duties (e.g. 50% of his/her time), this amount will be reduced accordingly. For these medical specialists, the transition from C1 to C2 is not relevant, and Phase C is not subdivided into C1 and C2.

Minimum requirements

- The staff member functions well in the department, and coordinates and is responsible for the realisation of related research projects that are part of a UMCG research programme within a UMCG research institute.
- The candidate has developed a clearly defined and productive research line.
- The staff member is successful as a supervisor for PhD students, and independently supervises several PhD students.
- During the past two years (during Phase C1), the staff member must have obtained at least one substantial research grant from a direct or indirect government funding or contract research funding source and/or EU (e.g. ERC) funding (e.g. for a PhD or postdoc position, or an equivalent investment grant). This concerns an independent application with the staff member as the principal or sole applicant.
- During the past two years, the staff member must have published, as the first, second, penultimate or last author, at least two articles per year in journals that are in the top 10% of the relevant field.
- A full paper (publication as first, second, penultimate or last author) in journals with an impact factor higher than 30 (e.g. Nature, Science, Cell, N. Engl. J. Med.) is regarded as an outstanding achievement and counts as four publications in the above calculations. An article published in a journal at the top of the relevant ISI field counts as two publications.
- Patents that have been granted count as publications.
- Performance of the teaching activities is good, as shown by both student evaluations and assessments by the relevant teaching institutes. The staff member must be an enthusiastic and efficient lecturer, have didactic knowledge relevant to the subject, an overall view of education and examination methods, and an understanding of how they can be used.
- The staff member’s proficiency in English must meet the criteria for level C1 as defined in the Common European Framework of Reference (CEFR, see
- With respect to education development, the staff member has introduced demonstrable improvements in, for example, learning materials or teaching methods. The staff member may also have made a demonstrable contribution to activities at programme level (e.g. in curriculum-renewal projects).
- With regard to participating in the organisation of teaching, the staff member is effective and efficient in helping to ensure that the teaching processes in which he/she is involved run smoothly. This may be evident from the following (among other things):
  o actively promoting teaching activities of colleagues
  o promoting contributions to educational management (e.g. through membership of a programme committee or curriculum committee)
  o taking responsibility for the successful organisation and implementation of a curriculum-renewal project.

The following competences are important in this phase:
**Vision**: can reflect on daily practice and link this to the main research themes; translates this vision into long-term policy.

These competencies are in addition to the competencies that are important for Phase C1: **strategic orientation, didactic qualities, creativity, inspiring leadership with clear guidance, communication skills, collegiality, integrity, planning and organisational skills** and **reflective professionalism**.
§4.5. Procedure and criteria for promotion to Full Professor (*Hoogleraar 2*) (progression to Phase D)

**Composition of the Promotion Advisory Committee (BAC)**

The Board of Directors appoints the BAC 6 months before the end of Phase C2, in accordance with the usual procedures at the UMCG and the University of Groningen for professorial appointments. Because this BAC also assesses Phase C of the tenure track, the aim is that it comprises as many members as possible from the previous phases. This means it will in principle have 7 members (including at least two female members):

- the Dean (Chair)
- the Dean of Research
- the Dean of Education
- the Director of the relevant research institute
- the Head of Department
- a student
- an expert (preferably external).

A staff officer of the Board of Directors will also join the committee to provide administrative support.

**Procedure**

1. The Board of Directors appoints a Promotion Advisory Committee (BAC) six months before the end of the seven-year period.
2. The Head of Department will be asked to draw up a chair profile in consultation with the Dean.
3. The Board of Directors submits the chair profile report to the Board of the University of Groningen.
4. The BAC investigates the results and performance of the UHD/Tenure Track Professor, for example by asking him/her to compile a report of work carried out.
5. The BAC recommends one of two alternatives to the Board of Directors
   a. Recommendation to the Board of the University for promotion to Full Professor (*Hoogleraar 2*)
   b. Continuation in the position of UHD1.
6. The Board of Directors takes a decision on the recommendation to the Board of the University, discusses the possible appointment with its sister faculties, and then requests the Board of the University to make the appointment.

In the event that promotion to Full Professor is not approved, the staff member retains the right to continue supervising the PhD students that he/she was supervising at the time of assessment.

*N.B. The BAC must report the assessment results for all relevant criteria to the Board of Directors.*
**Criteria**

In order to be considered for promotion to Full Professor, the staff member must have a national and international reputation in his or her field. Evidence of the staff member’s academic and scientific abilities will be a deciding factor in the assessment. Considerable emphasis will be placed on competences, in particular the competence ‘inspiring leadership with clear guidance’.

It is assumed that a tenure track staff member in Phase C2 without clinical duties has devoted at least 60% of his/her time to research. For a researcher with clinical duties (e.g. 50% of his/her time), this amount will be reduced accordingly.

**Minimum requirements**

- The staff member functions well within the department. He/she coordinates research projects initiated in the department and ensures that they are realised.
- The staff member has developed a clear and productive research line within a research programme of the research institute in which he/she is participating, as evidenced, for example, by an excellent external (SEP) assessment.
- The staff member maintains national and international contacts and participates in national and international collaborations, demonstrated, for example, by awards of joint grants and/or publications.
- In the seven years preceding the assessment, the staff member has independently supervised at least four PhD students, whose research was completed within the specified period.
- During the past seven years, the staff member must have acquired at least three substantial research grant from a direct or indirect government funding or contract research funding source and/or EU (e.g. ERC) funding (e.g. for a PhD or postdoc position, or an equivalent investment grant). This concerns an independent application with the staff member as the principal or sole applicant.
- During the past seven years, the staff member must have published, as the first, second, penultimate or last author, at least two articles per year in journals that are in the top 10% of the relevant field.
- A full paper (publication as first, second, penultimate or last author) in journals with an impact factor higher than 30 (e.g. Nature, Science, Cell, N.Engl.J.Med.) is regarded as an outstanding achievement and counts for four publications in the above calculations. An article published in a journal at the top of the relevant ISI field counts as two publications.
- Patents that have been granted count as publications.
- The importance of the staff member’s research must be recognised by his or her colleagues, and demonstrated by, for example, prizes, rewards, membership on the editorial board of specialist journals, invitations to speak at international conferences, participation on international committees.
- The staff member devotes a substantial part of his/her working hours to teaching activities. Performance regarding teaching activities is good, as shown by both student evaluations and assessments by the relevant teaching institutes. The staff member must be an enthusiastic and efficient lecturer, have didactic knowledge...
relevant to the subject, an overall view of education and teaching methods, and an understanding of how they can be used.

- With regard to education development, the staff member has introduced demonstrable improvements in, for example, teaching materials or methods.
- The member of staff must contribute efficiently and effectively to the smooth running of the teaching processes in which he/she is involved. The staff member has made a demonstrable and successful contribution to curriculum management. This can be evident from, for example, membership on a programme committee or curriculum committee, actively promoting teaching activities among colleagues, training or supervising lecturers in their teaching duties, playing an active role in national or international education organisations, developing activities for education renewal at programme level (e.g. coordinating or supervising education-renewal projects).
- With regard to professionalisation in teaching, the staff member uses a variety of state-of-the-art teaching materials that explicitly place the subject in its academic/scientific and social context, and, in consultation with the programme director has taken part each year in appropriate professionalisation activities (e.g. workshops, seminars and faculty education days) for an average of four sessions per year, and is receptive to criticism of his/her performance on the part of students and colleagues.
- With regard to HR policy, the staff member has conducted annual appraisal interviews with the staff for whom he/she is responsible and has looked into their career prospects, he/she has participated in appointment advisory committees or other committees relating to the organisation of teaching and research at the UMCG, has helped to create a positive working atmosphere and team spirit, and has contributed to the discussion and coordination of tasks in the department in which he/she has managerial duties.

The following competences are important in this phase:

**Commitment:** accepts decisions made within the organisation and implements them.

This competency is in addition to the competencies that are important for Phase C2: **vision, strategic orientation, didactic qualities, creativity, inspiring leadership with clear guidance, communication skills, collegiality, integrity, planning and organisational skills** and **reflective professionalism**.
Preamble to appendices 1 and 2

The UMCG has the ambition to train more physicians and dentists to become dental or medical specialist researchers (academic specialist). An academic specialist should be a proficient medical or dental specialist with a demonstrable interest in research and excellent experience. The latter means that the academic specialist holds a PhD and has outstanding additional research experience, which has resulted in an exceptional publication list. There are several routes that lead to the position of academic specialist.

The first route builds upon the successful (D)MD/PhD programme (2 years’ extra research time in addition to the standard (D)MD track). Students in this track conclude their degree programme in Medicine or Dentistry with a combination of the basic physician/dentist examination and a PhD. If these students then opt to train as medical specialists at the UMCG, they have the opportunity to continue with research alongside their training. Appendix 1 sets out the opportunities offered by the UMCG. The second route is for newly qualified physicians or dentists who did not opt for the (D)MD/PhD programme, but at a later stage have chosen for a combination of scientific research and a specialisation. These possibilities are discussed in Appendix 2.

**Figure 1:** Map of the Groningen routes that lead to the position of academic specialist with a pivotal research role.
Appendix 1
Pre-tenure track for MDs holding a PhD who are in training to become a specialist (AIOS/postdoc): the Mandema and Mandema-plus stipends

Introduction
Students who have very successfully completed the (D)MD/PhD route (for example with a PhD cum laude) and who have been admitted to the UMCG specialist training programme, can choose to be trained as an academic specialist. However, the national and local training plans for medical or dental specialists usually offer little time for conducting scientific research. This time ranges from several months up to one year in exceptional cases. As a result, during their training as a medical or dental specialist, young postdoctoral physicians and dentists, such as the UMCG-trained (D)MD/PhDs, risk losing contact with their previous research and losing their acquired research skills. The UMCG Mandema stipend\textsuperscript{15} offers financial support to post-doc AIOS for conducting scientific research with the aim of developing their own research line. As part of the current UMCG tenure track and pre-tenure track policy, this Mandema stipend can be expanded with a part-time appointment (maximum 20%) of the AIOS as post-doc researcher (this construction is called the Mandema-plus stipend). Beginning with the second year, this research time can be used in addition to a regular (minimum 80%) appointment as AIOS\textsuperscript{16} or can be used for a longer research period abroad. The individual training plan for the AIOS specifies the days or periods during the specialist training that are intended for scientific research.

Aim
The Mandema stipend, an individual grant, offers financial support to young and talented dentist/physician-researchers who have recently gained their PhD. This funding helps them realise their ambition to combine scientific research (developing their own line of research) with training as medical specialist. After completing their training the aim is to acquire an academic position, preferably within the UMCG.

Funding
The Mandema stipend has two variants.

1. The Mandema stipend without post-doc appointment, which consists of a single amount (maximum €60,000). The following expenses can be financed with the stipend: salary expenses of additional support staff and/or scientific staff, expenses for travel, conferences or visiting/residing at research institutions abroad and/or expenses for purchasing materials and equipment.

2. In addition to the above-mentioned one-time amount, current UMCG tenure track and pre-tenure track policy offers Mandema stipend laureates the possibility of acquiring a part-time appointment (20%) as post-doc researcher. This appointment

\textsuperscript{15} A contribution for research amounting to €60,000, which AIOS with demonstrable interest in research can acquire based on a project proposal that has been submitted to and approved by a committee, as specified in the remainder of the appendix.

\textsuperscript{16} A 100% appointment is assumed. For individuals who already have a part-time appointment due to healthcare duties, this can be proportionately reduced.
can be requested for a maximum of 5 years. This construction is referred to as the Mandema-plus stipend.

**Procedure for submitting an application**

An application must be written in **English** and must contain the following items:

- A letter of application with curriculum vitae, including the publications (published and in press) of the candidate;
- Detailed research proposal, including description of the future research line;
- Detailed budget with specification of the required and currently available funding;
- Supporting documents (photocopies) of any requests for additional financing (obtaining additional external funding is important to starting the candidate’s own line of research);
- Individual plan for specialist training. During the first year of the Mandema stipend, the candidate must devote all of his/her time to the specialist training programme, so that the tutor can make the best possible assessment about the suitability of the candidate as a future medical specialist. If the candidate does not have any work experience outside Groningen, then it is advisable to complete some of the training elsewhere, if possible at an institute abroad. The content of any electives (if available) should contribute to the realisation of the aim of a Mandema stipend. If the AIOS opts for an additional post-doc appointment under the UMCG pre-tenure policy, there should be a clear explanation about why this additional appointment is needed and how the time will be allocated;
- Letter of intent/recommendation from the tutor;
- If the candidate plans to work at an institute abroad: a letter of commitment from this institute;
- Letter of intent from the Head of Department to offer a future staff position at the department.

**Selection procedure**

Applications for stipends are assessed by an independent assessment committee, the **Mandema committee**, consisting of the chair of the Central Training Committee (Centrale Opleidingscommissie COC), the Dean of Research, the chair of the Programme Group JSM, two clinical professors/tutors and one professor in basic science, all from the UMCG. For each application, the assessment committee will be assisted by two external advisors, who have expertise in the corresponding field of research, and the Director of the Graduate School Medical Sciences under whose responsibility the research component of the application will be conducted.

This selection procedure includes an **individual interview** with the Mandema committee, during which candidates are given the opportunity to explain their application and to answer questions. Preceding this interview, the candidate will have the opportunity to respond in writing to any questions or remarks from the external reviewers.
If an application is approved, the candidate must nominate a mentor, who together with him/her ensures that the stipend is spent appropriately and that the most desirable training and research route is taken. The mentor must have affinity with the specialism, but is preferably not employed at the department concerned. The tutor approves the choice of mentor. The mentor holds a consultation with the candidate every three months. Every six months, a consultation is held between the mentor, the candidate and the tutor. The mentor can mediate conflicts, and advise on conflicts of interest. Identified problems that cannot be resolved in this way should be submitted as soon as possible to the Chair of the Mandema committee. Halfway through the training programme, the candidate is obligated to submit a progress report to the Mandema committee.

Rejected candidates are invited for an evaluation interview with one of the committee members. A candidate may submit a maximum of two applications.
Appendix 2
The Groningen AGIKO track

The UMCG has a group of newly trained dental or medical school graduates who have not gone through the (D)MD/PhD track, but have chosen a career in science at a later time. They have the ambition and potential to become successful specialist-researchers (academic specialists). They can develop their academic skills along two routes:

- Gaining a PhD prior to the specialist training: full-time appointment on a PhD research project for a period of 3-4 years, after which (if they become AIOS) they can opt for a Mandema stipend as described in Appendix 1;
- Conduct research on their PhD topic during and/or alternating with the specialist training (2 years additional research time).

The latter construction was previous realised via the ZonMw-AGIKO grant (Medical Assistant in training as Clinical Researcher). The Groningen AGIKO track continues the original ZonMw construction and offers, within the UMCG, PhD positions during and/or alternating with the specialist training. For funding these positions, an active contribution is expected from the department.

What is the Groningen AGIKO track?
The Groningen AGIKO track is a challenging and efficient programme that combines PhD research with training to become a medical specialist. An AIOS is given the opportunity to train to become a specialist and, at the same time, complete PhD research, either during the training programme or alternating on a full-time basis between training and research.

For whom is it intended?
The Groningen AGIKO track is intended for motivated and talented newly qualified dentists and physicians who have not previously followed the (D)MD/PhD track, but have decided at a later stage that they wish to specialise in medical research. They also wish to have a career as a specialist and researcher.

Why is this route attractive?
The Groningen AGIKO track enables the student to study for a PhD while training to become a specialist, either during or in alternation with the training. PhD research usually takes 3-4 years. This track enables MSc students to gain their PhD in less time than normal (two years in addition to the normal period for specialist training). Completion of the Groningen AGIKO track offers increased prospects for a successful career as a medical researcher.

How is the track structured?
The Groningen AGIKO track comprises specialist training and an additional 2 years of medical research. At least one of the additional years is funded by the department, and one by the Groningen AGIKO programme. The ‘free year’ (if the training allows for this) should be used for thesis research. Two amounts of €5,000 are available as a bench fee. If the project budget exceeds this amount, it is assumed that the shortfall will be funded by the
department or by external sources. The Groningen AGIKO track can be followed in different ways and is characterised by its flexibility with regard to the allocation of research time during the specialist training programme. The track is part of the individual training plan.

**Candidate’s profile**
- Qualified MD/dentist;
- AIOS, shortly due to begin training as a medical specialist at the UMCG, or began training less than one year ago;
- Talented researcher, high-potential academic;
- Has obtained, together with the department, funding for at least one year of research. Documentary proof should be included with the application;
- Clinical experience outside the UMCG or region should be included in the training plan;
- Specialisation is planned within (or under the final responsibility of) the UMCG, and the candidate follows the specialist training at the UMCG in accordance with the local training plan for the relevant specialist area;
- For definitive approval, an individual training plan must be submitted that has been approved by the tutor/instructor and the Registration Committee for Medical Specialists (RGS);
- The research must be part of a research programme of one of the UMCG institutes/ the Graduate School of Medical Sciences.

**Mentor**
In the application, the candidate should nominate a mentor, who, together with the candidate, will ensure that the Groningen AGIKO track is carried out as intended and that the desired training and research path is followed. The mentor must be a member of the same department as the candidate, but must not be his/her PhD research supervisor or promotor. The tutor/instructor approves the choice of mentor. The mentor shall meet with the candidate at least once a month, or more frequently, depending on the stage reached in the research. Every six months, a meeting is held between the mentor, candidate, PhD supervisor/promotor and tutor/instructor. The mentor can mediate in the event of conflicts, and guide and advise the candidate regarding his/her research and future career. Problems that have been identified and cannot be solved should be submitted to the chair of the (D)MD/PhD committee as soon as possible.

**Application procedure**
Applications are dealt with twice a year. The deadlines for submitting applications are 1 June and 1 October each year (at the same time as the (D)MD/PhD applications). The Groningen AGIKO application form must be used.
Applications must be written in English and contain the following:
- A letter of application, including a CV and a list of publications (published, in press and submitted) by the candidate and mentor;
- A detailed research proposal;
- A detailed budget with a breakdown of the required and available financial resources;
- Supporting documents (photocopies) confirming the 12 months of funding to be provided by the department or externally;
• An individual plan for the specialist training, approved by the tutor/instructor. In the first year of the AGIKO track, the candidate must participate full time in the training, so that the tutor/instructor can make an accurate assessment of the candidate’s suitability as a future academic specialist. The research starts at the beginning of the second year of the training.
• If the candidate does not have work experience outside Groningen, he/she will be advised to follow part of the training programme elsewhere. A research clerkship outside the Netherlands is preferred, if possible. The ‘free year’ (if the training allows for this) should be used for thesis research.
• In the case of a study period abroad: approval of the host institute.
• CV and letter of explanation from the mentor (a person other than the main supervisor)

Selection procedure
Applications for the Groningen AGIKO track are dealt with by an independent assessment committee comprising the (D)MD/PhD committee plus at least one tutor-member from the COC. On the basis of the written applications and the interviews, the committee reports to the Dean of Research, who, in consultation with the directors of the institutes (BCN, SHARE, GUIDE, Oncology, KOLFF) and the chair of the JSM, makes a recommendation to the Board of Directors with regard to approving the applications.
The selection procedure includes an individual interview with the assessment committee. During the interview, candidates have the opportunity to discuss their reasons for applying and answer questions.
A candidate may submit an application no more than twice.
Appendix 3
Overview of core competences for tenure track staff at the UMCG

Academic quality (research and teaching)
1. Vision
2. Strategic orientation
3. Didactic qualities
4. Creativity

Management/Communication
5. Inspiring leadership with clear guidance
6. Communication skills

Cooperation (internal/external)
7. Collegiality
8. Integrity

Operational effectiveness
9. Planning and organising
10. Commitment

Reflective professionalism

Academic quality
1. Vision: can reflect on daily practice and link this to the main research themes; translates this vision into long-term policy.
2. Strategic orientation: translates the long-term vision into concrete goals and achieves these goals by guiding and managing the organisation and daily practice.
3. Didactic qualities: has didactic knowledge relevant to the subject, has an overall view of education and examination methods and understands their use, is able to design learning environments, has an understanding of didactic problems in the subject matter, develops teaching materials, is able to evaluate his/her own teaching performance.
4. Creativity: comes up with original solutions to problems, combines multiple approaches/insights into something new, and is capable of translating this into new practices; can reflect on daily practice, can recognise opportunities and respond to them; is proactive rather than reactive.
Leadership qualities

5. **Inspiring leadership with clear guidance**: directs and guides groups as well as individual employees, for example by setting targets, creating and maintaining effective cooperation and delegating responsibility and authority where appropriate; motivates the group and individuals to perform these tasks and accept these responsibilities, explaining them where needed. Is able to determine the needs of employees in terms of their development and makes every effort to increase their professional skills.

6. **Communication skills**: exchanges feedback with colleagues, support staff and technicians, and students; contributes to intellectual discussions in the broadest sense. Is able to critically evaluate his/her own behaviour and standpoints and is receptive to others.

Cooperation (internal/external)

7. **Collegiality**: works with others to produce a joint result, even when the cooperation involves a subject that does not relate directly to his/her own duties.

8. **Integrity**: consistently maintains generally accepted social and ethical norms in both word and deed towards employees and colleagues. Is approachable on this point and holds others to account for their integrity.

Operational effectiveness

9. **Planning and organisation skills**: has an overall view of (his/her own) activities, plans them well, specifies the time to be spent and keeps to the planning. Sets priorities and lists the required tasks, time and resources. Is able to evaluate planning and progress. Is able to incorporate decision-making stages into the planning of a project or task and clearly strives to achieve a balance between quality and quantity.

10. **Commitment**: accepts decisions made within the organisation and implements them.

Reflective professionalism

11. Is able to oversee the responsibilities relating to his/her work, reflects on their consequences and impact, and communicates on this to colleagues and others. Adapts his/her behaviour accordingly.